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Abstract

Developed by teachers, supervisors, and teacher educators, this guide is designed to aid teachers and administrators in planning and implementing effective junior and senior high school home economics education programs. The first section of the guide covers general background information such as the purpose and role of home economics, teacher views on homemaking, definitions, and a suggested scope and sequence chart for a vocational homemaking program in Ohio, containing suggested subject matter, sequence, and time allotment per unit for grades 7-12. The major portion of the guide is comprised of resource units for each of the subject areas listed on the scope and sequence chart: (1) Home Management, Family Finance, and Consumer Buying, (2) Personal, Family, and Community Relations, (3) Child Development, (4) Foods, Nutrition, and Health, (5) Clothing, Textiles, and Related Art, and (6) Housing, Home Furnishings, and Equipment. Units contain generalizations to be developed, content, learning activities, suggested resources, and bibliographies. The material should be adapted to meet local needs. (AW)

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CURRICULUM GUIDE FOR OHIO GRADES 7-12

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1966

Vocational Education Division
State Department of Education
Columbus, Ohio

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VOCATIONAL HOME ECONOMICS CURRICULUM GUIDE FOR OHIO

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1966

Dr. Martin Essex, State Superintendent of Public Instruction

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DIVISION OF VOCATIONAL EDUCATION
HOME ECONOMICS SECTION
STATE OFFICE BUILDING
COLUMBUS, OHIO

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FOREWORD

Technological and social changes have affected the traditional role of a homemaker as well as the worker in business and industry. The emphasis in late years has moved from production to that of home management and child care. The wise selection of goods, sound child care procedures, and the importance of good inter-personal relationships in the home take precedence over cooking and sewing.

Education for personal, home, and family living is an important aspect of the total educational program in Ohio. Home Economics is the only part of the school program that has this area of study as its primary responsibility. Home Economics should be directed toward strengthening the home in its role in the education of youth, contributing to the personal development of individuals, and helping pupils become competent homemakers and responsible citizens.

This bulletin should serve as a valuable guide to teachers and administrators in planning and carrying out effective high school programs of homemaking education.

Byrl R. Shoemaker, Director
Vocational Education
State Dept. of Education

INTRODUCTION

The purpose of this Vocational Home Economics Guide for Homemaking is to provide a vital program of education which has as its major goal the development of our young people into homemakers and family members. The major outcomes of the program in homemaking must be the improvement and strengthening of home and family living.

The committee whose concentrated efforts have produced this guide has constantly drawn upon research, experimentation, and demonstration by leaders in the various subject areas. The participation of subject matter specialists, teacher educators, state supervisors, and many homemaking teachers has been indicative of the effectiveness of professional cooperation.

This Curriculum Guide for Homemaking in Ohio contains a list of goals toward which the home economics program in the secondary schools is directed.

The Curriculum Guide also contains the suggested scope and sequence of units of work for each grade level. The scope and sequence as outlined was planned so that it could be adjusted to a variety of types of programs without duplication of subject matter. Also included are resource units for the various subject matter areas and other materials that should help teachers plan objectives and learning experiences for the year and the specific units.

Since the resource units were developed at different summer workshops, there are some variations in the structure, especially in the listing of resource materials. In the resource units, many activities are suggested. However, the teachers should select only those experiences or activities that can best be used in their particular situation or need.

If no home economics is offered in the seventh or eighth grade, the teacher should develop units in each area at the ninth grade level by drawing from the seventh, eighth, and ninth grade resource units.

Vocational Home Economics now has two main purposes:

a. The original Smith-Hughes Act provided for training for homemaking which is now interpreted as useful employment of the homemaker in her home.

b. The Vocational Act of 1963 expanded the scope of Vocational Home Economics to include training directed toward gainful employment in wage earning occupations.

This Curriculum Guide was prepared mainly to assist teachers in developing the homemaking programs. Throughout the guide references are made to occupational opportunities using home economics knowledge and skills. Additional resource units and materials are being developed for specific home economics job training programs that are directed toward gainful employment.

Miss Margaret McEniry
State Supervisor
Vocational Home Economics Education

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DEVELOPMENT OF THE HOME ECONOMICS CURRICULUM GUIDE

The Home Economics Curriculum Guide for Ohio has been developed through the cooperative efforts of home economics teachers, teacher educators of universities, and the home economics supervisory staff of the State Department of Education.

A curriculum steering committee was composed of:

Miss Margaret NcEniry - Head State Supervisor - State Chairman
Miss Barbara Reed and Miss Olwen Williams - State Staff Curriculum Directors
Dr. Georgia Halstead - Teacher Educator - Bowling Green University
Dr. Beulah Sellers - Teacher Educator - Ohio University
Mrs. Sonia Cole, Chillicothe; and Mrs. Jeanette Jones, Delaware - Representatives of the Vocational Home Economics Teachers in Ohio
Miss.Thelma Birt, Troy - Representative of the Non-Vocational Home Economics Teachers in Ohio
Miss Emma Homolya, Youngstown - City Supervisor of Home Economics

Special Consultants:

Dr. Mary Lee Hurt of the U. S. Office of Education, Washington, D. C. gave leadership to the curriculum steering committee and invaluable assistance to the teachers and other professional people involved in launching the curriculum study.

Ohio is fortunate in having as a resident Dr. Ivol Spafford, whose wide contributions in the field of Home Economics Education are nationally recognized. Shegave very valuable consultant services to the initial development of the Ohio Curriculum.

This committee planned the procedures and coordinated the activities of the curriculum study groups.

The lauching of this curriculum project began at the 1963 Annual Teachers' Conference when Dr. Arleen Otto, Columbia University, introduced the Concept and Generalization approach to curriculum development.

The three meetings of each of the 24 regions held during the school year of 1963-'64 concentrated on this method of teaching.

In the summer of 1964 a workshop was conducted for representative teachers from each region of Vocational Home Economics, representatives from non-vocational teachers, the teacher educators from the eight universities training vocational home economics teachers, and the state staff. Special consultants gave guidance in planning and developing a Tentative Scope and Sequence. The participants, in addition to the steering committee were:

Ohio State University - Columbus
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    Mary Montei, Home Economics Education
    Lena Bailey, Home Economics Education
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Personal, Family, and Community Relations - Dr. Dale Womble, Ohio University

Child Development - Betty Payne, University of Dayton

Foods and Nutrition - Mary Lee Sonander, Miami University

Clothing, Textiles, and Related Art - Dr. Esther Meacham, Ohio State University

Housing, Home Furnishings, and Equipment - Erma Langford, Ohio University

After the Scope and Sequence was tried in the classroom for a year, and discussed at the three meetings of the 24 regions, workshops at six universities were held during the summer of 1965 to develop resource units with suggested teaching aids and resource materials.

It would be impossible to enumerate all the educators who participated in this cooperative effort, but we wish to express appreciation to everyone involved in the development of this guide and especially to those who gave of their time and efforts in the workshops. Those participating in each of the special area workshops during the summer of 1965 were:

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THE CONTRIBUTIONS OF HOME ECONOMICS TO THE TOTAL SCHOOL PROGRAM

The primary purpose of education is to change the way or ways in which people think, feel, and act. The changes desired in a particular society are those which people of that society have come to value most.

Education in a democratic society aims to promote the continuous growth of the individual toward his optimum capacity for leading a rich and full life, satisfying to himself, and to the larger society.

Home Economics Education has as its major concern the individual and how he or she can live most successfully in homes and communities today and in the future. In this discipline the areas of instruction deal largely with what might be considered the general goals of education which can be measured by the extent to which the individual has:

1. Established a system of values to serve as guides to conduct.
2. An understanding of himself and other people.
3. Acquired the desire to learn and the habit of continuing to learn.
4. Acquired the ability to recognize and to strive toward desirable standards of achievement.
5. Developed the ability to set desirable and possible goals and to evaluate progress in attaining them.
6. Developed the ability to clarify his ideas and to communicate with others with empathy and understanding.
7. Acquired the ability to solve problems in a satisfactory and satisfying way.
8. Developed the ability to understand and adjust to changes.

Although the areas covered in Home Economics in the past have been planned mainly for girls, the writers of this guide have made efforts to plan learning experiences that can be meaningful to both boys and girls. No special classes have been designed for boys only, since much support has been given by many teachers to the value of combining boys with girls especially in Family Living Classes.

The teacher who sees real value in classes for boys only, can choose the most meaningful experiences to meet the specific goals.

It is recognized that all students do not learn at the same rate nor are they motivated by the same experiences. However, no special effort has been made to identify learning experiences for students with special needs or talents. It is hoped the individual teacher will build upon the experiences to meet the individual needs in her community.

The broad purposes of home economics on the following pages have been the main considerations in planning this guide.

BROAD PURPOSES OF HOME ECONOMICS

The success of a home economics program at the secondary school level is to be measured by the extent to which it helps students:

1. Appreciate the importance of the home and family in our American way of life.
2. Develop an understanding and appreciation of homemaking as a respectable and dignified vocation.
3. Appreciate the importance of the influence of the home and the family in the development of individuals for living in a changing society.
4. Create a home environment in which all members of the family will have an opportunity for optimal development.
5. Perform the tasks of maintaining a home in such a way that they bring satisfaction and contribute effectively to furthering individual and family goals.
6. Develop effective intellectual, managerial, manipulative, social and creative abilities and skills essential for satisfying homemaking and family living.
7. Understand the meaning of values, how they are formed, and to select those which will give meaning to personal, family, and community living.
8. Recognize and make intelligent use of personal, family, and community resources in achieving one's values and goals.
9. Understand the changing roles of family members and the need for understanding and flexibility.
10. Understand the satisfactions and responsibilities of marriage and parenthood and the need for preparation for assuming these roles.
11. Achieve wholesome and satisfying interpersonal relationships within the school, home, and community.
12. Realize the individual and the family responsibility for assuming leadership in improving living conditions within the community.
13. Recognize, understand, and cope with changes which affect personal, family, and community living.
14. Understand and appreciate different cultures, ways of living and how to work and live with individuals and groups who are different.
15. Prepare realistically for assuming the triple role of homemaker, wage-earner, and citizen.
16. Make more effective, creative, and satisfying use of leisure time in personal and family living.
17. Become familiar with wage-earning opportunities related to home economics.
18. Obtain for those who are interested the competences necessary for a particular occupation using home economics knowledge and skills.

CHANGES IN OHIO AFFECTING YOUTH AND THEIR FAMILIES WITH IMPLICATIONS FOR HOME ECONOMICS PROGRAMS IN THE SCHOOLS

	CHANGES		IMPLICATIONS
1.	The population in Ohio is increasing rapidly with a large influx of people from other states to fill employment opportunities in the industries of the state, particularly manufacturing related to food products. Increasingly people are changing from farming to industrial occupations.	1.	The home economics teacher and students need to plan ways of helping new students become acquainted and find friends in new situations. The teacher needs to learn about the backgrounds of new students, particularly those which might be different from hers.
2.	Population concentrations are greater in the northeastern and southwestern sections of Ohio, with secondary concentrations in the Columbus and Toledo areas; the population is relatively sparse in the southern and southeastern section.	2.	The objectives and content of home economics programs will vary. For example: in areas where vegetables and fruits are grown for personal use, food preservation may be a very important part of the home economics program.
3.	About three-fourths of the persons in Ohio live in urban communities	3.	The majority of programs will be planned in relation to the students and their families who live in the urban areas.
4.	About one-tenth of the people in Ohio are non-whites, and about 15 per cent first or second generation Americans.	4.	Home Economics programs need to be adapted to backgrounds of students which may be different. Help them to appreciate their backgrounds as well as learn about others. Help them feel accepted and equal.
5.	The medium income for families in Ohio is slightly above $6,000, although over 15% have incomes of under $3,000 and about 15% over $10,000. Incomes are low in the rural areas and the southern and eastern part of the state.	5.	The teaching of money management and consumer education is important. Students who come from low income families need particular help in finding ways of earning some extra money, and making the maximum use of what they have, such as feeding the family inexpensively, renovation of clothes and home furnishings, family fun with no cost.

6. Housing for families is increasing in adequacy, although there are some families living under crowded conditions, and approximately one-fourth have inadequate plumbing facilities. Apartment living and mobile home living is important in family housing in Ohio.	6. The study of housing needs to be adapted not only to the conditions under which the students live, but also to help them become acquainted with a wide range of housing problems and how they may be solved.
7. Approximately two-thirds of the families own or are buying their homes; about one-third rent their homes.	7. The study in housing needs to include how to decide when to rent; how to make wise decisions when buying a home; how to finance a home; responsibilities when one owns a home and when one rents.
8. The median cash value of owner-occupied homes is about $13,500; median rent paid per month is $75.00.	8. Examples of costs of housing need to be selected in relation to local conditions, but typical examples taken for discussion might be those representative of the state as a whole.
9. Twenty was the most popular age of marriage for brides in 1963. The most frequent age of marriage for grooms was 21.	9. Many girls will marry before or soon after graduation from high school. Home economics programs are needed to prepare them for these immediate responsibilities. Programs for young adults would also be helpful.
10. An increasing number of women are assuming wage-earning responsibilities, in addition to being homemakers. One out of 3 workers are women; over 50 percent of these are married, one of 10 are heads of families, and 2 of 5 are mothers with children under 6. The highest proportion of those working are in clerical positions; two-thirds of all women in the professional and technical areas are in nursing or teaching. Many women assume positions which do not use their full potential.	10. The advanced home economics courses need to be planned so girls are prepared to manage a home and also work outside the home. They need help in deciding whether or not to work, and in determining the values she feels important to maintain in the home and in the family. They need help in evaluating child care services if needed. Home economics programs preparing for wage earning may be offered for some older girls and homemakers.

11.	Child care centers and nurseries for children of working mothers are increasing, but licensing and control over standards of safety, training of persons who operate centers and work with the children, and welfare of the children are inadequate, but improvements are foreseen.	11.	Students in advanced home economics classes should study local conditions in relation to group care of children, and how interested citizens might work to improve any inadequate situations.
12.	School enrollment is rapidly increasing at elementary, secondary, and college levels. Increased school consolidation, new colleges and vocational-technical schools make it possible for students to secure preparation for a wide variety of occupations. Opportunities will increase for girls and women to prepare for occupations using home economics knowledge and skills.	12.	Home economics classes are growing in size. Adaptations need to be made to teach larger classes effectively. A variety of offerings in home economics may be needed to meet the varied needs of students - the college bound, those who will soon be homemakers, those in other secondary curricula, those needing preparation for occupations using home economics knowledge and skills. Home economics programs are needed in vocational-technical schools.
13.	Schools are adapting their programs to meet a variety of student needs: the slow learner, the academically competent, children of migrant workers. A variety of methods for offering educational progress are developing, including an expansion of educational television.	13.	Home economics programs should be adapted to meet these various needs of students. Experiments might be done in teaching home economics by television, especially for adult education.
14.	The rate of drop-out from school between the 9th and 12th grade is slightly decreasing. The highest proportion of drop-out is in grade 11. The greatest number leave school during the months of September and January. From 1938 until 1963, holding power of Ohio schools has increased from 46.4% to70.2%. Common reasons for drop-out are: 1. Academic or social failures. 2. Reaction of school toward those unable to achieve success.	14.	Home economics teachers can help identify potential drop-outs, particularly girls, and offer class and individual learning experiences and counseling which may encourage these girls to stay in school. Home economics teachers may have contacts with the parents of potential drop-outs and may create increased interest in keeping their daughters in school and in understanding their needs. Some girls may need money to buy some of the things other girls have. The home economics teacher may help these girls develop qualities needed to get part-time jobs.

3. Home is one from which youth wishes to escape. 4. Communities offer job opportunities. 5. Historic events (Wars). Counselor-student agreement about reasons for drop-out for girls are: 1. Pregnancy - 90.2% 2. Marriage - 88% 3. Court exclusion - 86.9% 4. Support family and work at home - 61.8% 5. Dislike school - 52.2%	Consideration should be given to offering job-training programs at the high school level.
15. There is an increasing rate of illegitimacy in Ohio. The greatest number of cases occur among girls, ages 15-19, and next among young women of 20 to 24. The rate is higher among the non-whites. Crowded living conditions, faulty parent-child relationships, lack of recreational facilities, inadequacy of food and clothing, and lack of feelings of security are factors related to this situation.	15. Home economics teachers can often identify the girls who are getting too involved with boys and are not ready for marriage. They may give these girls some personal security by showing genuine interest in them. They may be able to counsel them and help them to understand themselves and think through the values important to them. The teacher, in understanding these girls, may need to become acquainted with values different from her own. The home economics teacher needs to be aware of her opportunity and responsibility in helping educate the younger students in sex education and moral standards.
16. The State of Ohio offers an increasing number of welfare services to individuals and families - counsel and assistance for the aged, dependent and handicapped children, the blind, the mentally ill and defective, juvenile and adult offenders.	16. In the study of family-community relationships students may become acquainted with the welfare services available to individuals and families. They might evaluate these services in a local community and think through how improvements might be made, if needed.
17. The number of hospitals and nursing homes in the state is increasing, but still does not meet the needs of all of the people needing these services, particularly the aged. In a	17. Students in advanced home economics classes may survey the needs for hospitals and nursing homes in local communities. Classes might visit a nursing home to observe how

	growing number of cases older people are living with various members of the families.		arrangements are made. Group or individuals would help them in understanding older people, their needs, and how these might be met. In communities where there are several generations living in one home, students will need help in understanding the needs of persons of different ages and how to resolve conflicts. Home care of the sick and aged is an important part of the home economics program.
18.	For the large number of people employed in manufacturing industries, work weeks are becoming shorter, so more leisure time is available.	18.	Students need to learn how to use their leisure time creatively, and need to be able to help their families enrich their lives as there is more time to work and play together. The homemaking tasks may become means for relaxation and creative outlet.
19.	There is an increasing rate of deliquency in Ohio; Approximately 1/5 are girls. The median age at which youth are referred for delinquency is about 15 years of age. Truancy from home is most often the reason for reporting delinquency.	19.	Students need particular help, through study of personal-family relations, in understanding themselves and why they want to behave as they do, to accept themselves, and to understand parents and other older people. Also they may need help in what to do for wholesome fun and for new experiences.

*Much of the data in this report has been taken from the 1960 census.

OHIO PHILOSOPHY OF HOMEMAKING EDUCATION

Homemaking education should provide opportunities for:

.. development of the individual.

.. improvement of family membership.

.. growth in community, national, and world citizenship.

.. acquisition of knowledge and skills that can lead to employment.

In order to do this the program should:

.. adapt to the various needs of students.

.. meet the demands of changes.

.. insert new knowledge and remove the obsolete.

.. build on the student's previous learning.

.. recognize and correlate knowledge gained in other disciplines.

.. provide depth and enriching experiences.

.. challenge thinking.

.. permit a student to be creative.

.. develop ability in problem-solving and critical thinking.

In order to do this the teacher should:

.. understand herself.

.. be aware of student needs.

.. know home economics subject matter and skills.

.. have enthusiasm for teaching and its possibilities.

.. teach with a purpose.

TEACHERS' BELIEFS CONCERNING MANAGEMENT, FAMILY RELATIONS, VALUES, AND SKILLS AS THEY RELATE TO THE HOME ECONOMICS CURRICULUM

MANAGEMENT

Management is:

.. a process through which an individual uses his resources to achieve a goal today or in the future.

Management does:

.. play a part in every thoughtful act a person performs and in every decision he makes.

.. recognize as resources (in addition to time, money, and energy) health, all types of knowledge, interests, attitudes, abilities, skills, owned goods, resource people, and community resources.

.. show that resources can be used interchangeably, conserved, and increased.

.. demand that self-evaluation precede change.

Management can:

.. be learned and can always be improved.

.. change aimlessness to purposeful decision making.

.. be taught to a degree by the example set by the teacher.

Management should:

.. teach that individuals and families have varying amounts of resources with which to achieve their goals.

.. get the student to see the need for evaluating present practices in daily activities.

.. teach that there are many standards of performance or achievement.

.. teach that life can run more smoothly and relationships be more stable and satisfying when resources are used wisely.

.. be taught as:

(a) a separate unit with emphasis on the use of resources to achieve individual and family goals.

(b) an integral part of the planning and carrying out of experiences in all phases of Home Economics Education.

Knowing the principles of good management and learning to apply them in different situations should lead to using less time, energy, and money in doing the "must" things in life and thus leave more for the "other" things one would like to do or have.

FAMILY RELATIONS

Family Relations are:

- .. a major concern of home economics education.
- .. taught at the secondary school level to educate for personal, family, and community living.
- .. more complex in many homes because of societal changes.

Family Relations have:

- .. changed as society has changed.
- .. a profound influence on the individual.
- .. become a continuous part of the educational program from kindergarten to post-high school programs.

Family Relations can:

- .. be improved by reading, studying, and discussing such materials as the students may need (and are ready for) from the organized body of knowledge about human development, human behavior, and family life.

Family Relations should:

- .. be an integral part of all home economics classes with the objectives and outcomes clearly defined.
- .. have greater depth in a special interest class.
- .. be presented realistically by use of a variety of teaching methods and techniques.
- .. keep in mind and respect the great variety of cultural patterns and values represented by the children in a school system.
- .. include both girls and boys.
- .. prepare youth for their responsibilities as future parents and members of communities.

A study of family living at the secondary level should help the students develop the ideals, abilities, and understandings necessary to live harmoniously and constructively in both their present and future homes.

VALUES

Values are:
- .. the basic beliefs of an individual which direct the course of action of his life.
- .. acquired from associations and experiences
- .. influenced by religious training
- .. the motivating forces which establish goals
- .. a measure of what we treasure

Values will:
- .. affect behavior
- .. motivate choices
- .. influence interests
- .. vary among cultures
- .. change with age levels

Values can:
- .. help or hinder learning
- .. affect human relationships
- .. add stability to living
- .. conflict and force ranking among themselves
- .. be so deep that they are guarded by the individual
- .. change with new experiences
- .. provide standards by which feelings and behavior are measured

Values should:
- .. enable one to maintain individuality
- .. be identified, clarified, and appraised by the individual
- .. be recognized and respected in others
- .. enable one to analyze the forces operating in a democracy

SKILLS

A skill is:
- .. an ability perfected to the level where it is carried out with a minimum of effort and results in a high standard of performance.

- .. an integral part of many homemaking processes.

- .. more than muscular coordination; it involves good management, understanding of self and others, controlling emotions, recognizing aesthetic qualities of art in home decorating, etc.

A skill does:

.. require study, demonstration, observation, and repetition of a process.

A skill can:

.. contribute to an individual's feelings of personal satisfaction and worth.

.. enable a student to meet some of the demands placed upon her at home.

.. make an individual more employable.

.. save time, energy, and money.

.. increase opportunities for creativity and personal recognition.

.. be introduced to students by demonstration.

.. be meaningful if the student understands "why" as well as "how."

A skill should:

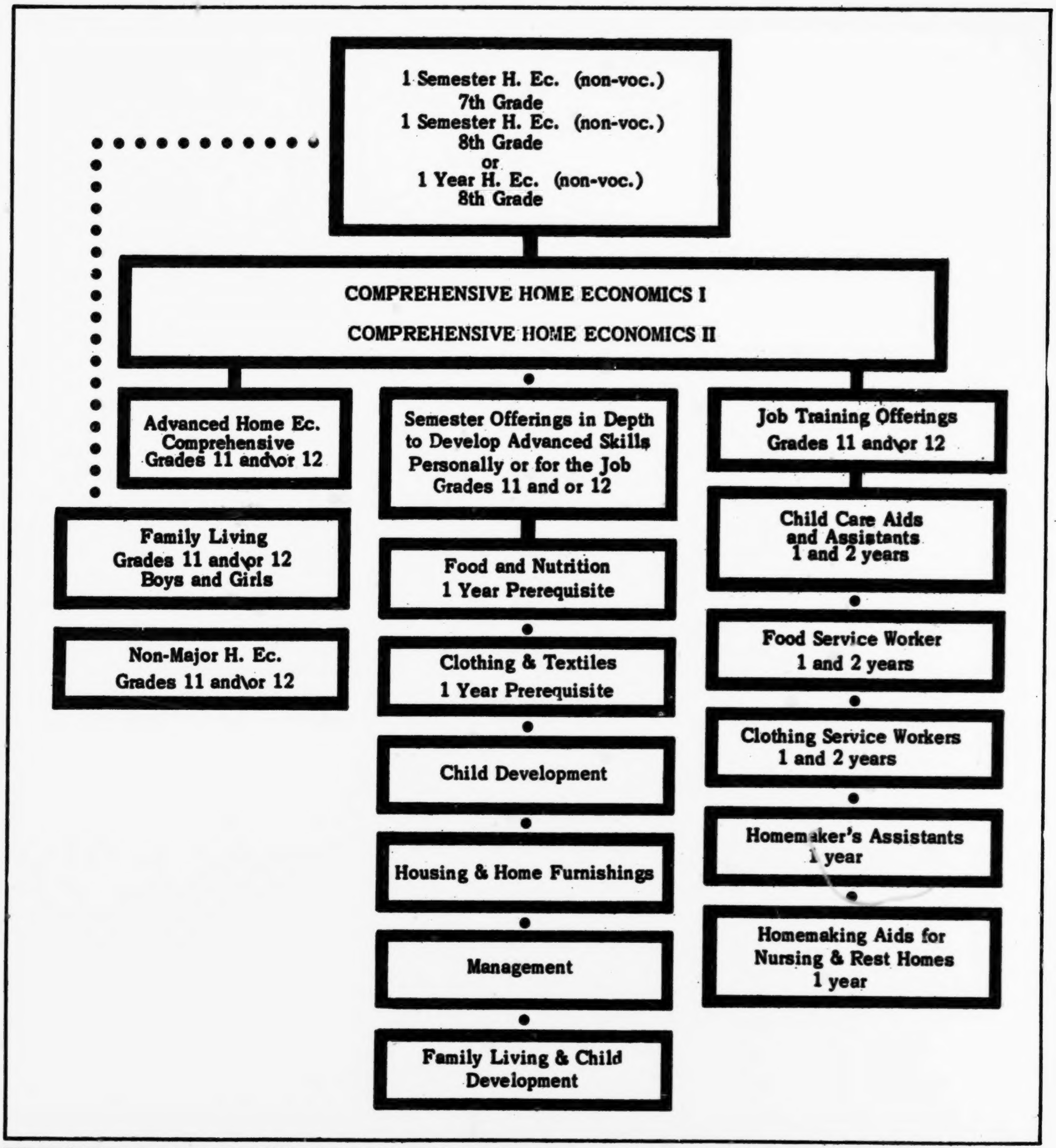
.. be geared to the demands of the times.

.. be an integral part of home economics education since homemaking requires a multiplicity of skills and many jobs available to women require these same skills.

.. be developed by the use of the best knowledge and techniques available so it can be effectively and quickly learned and adequate time reserved for other learnings.

Home Economics has much learning for understanding and establishing values apart from the learning of motor skills. The emphasis to be placed upon such skills in any particular course should depend upon the needs and interests of the students and the demands of society and the likelihood of students being able to acquire the related skills they may need at an acceptable level elsewhere.

VOCATIONAL HOME ECONOMICS FLOW CHART


1 Semester H. Ec. (non-voc.)
7th Grade
1 Semester H. Ec. (non-voc.)
8th Grade
or
1 Year H. Ec. (non-voc.)
8th Grade
COMPREHENSIVE HOME ECONOMICS I
COMPREHENSIVE HOME ECONOMICS II
Advanced Home Ec. Comprehensive Grades 11 and\or 12
Semester Offerings in Depth to Develop Advanced Skills Personally or for the Job Grades 11 and or 12
Job Training Offerings Grades 11 and\or 12
Family Living Grades 11 and\or 12 Boys and Girls
Non-Major H. Ec. Grades 11 and\or 12
Food and Nutrition 1 Year Prerequisite
Clothing & Textiles 1 Year Prerequisite
Child Development
Housing & Home Furnishings
Management
Family Living & Child Development
Child Care Aids and Assistants 1 and 2 years
Food Service Worker 1 and 2 years
Clothing Service Workers 1 and 2 years
Homemaker's Assistants 1 year
Homemaking Aids for Nursing & Rest Homes 1 year

DEFINITIONS USED IN DEVELOPING THE HOME ECONOMICS CURRICULUM GUIDE

BEHAVIORAL OUTCOMES EXPECTED - are the desired goals or the expected behavior on the learning level of the majority of the pupils involved.

Types	*Example - A student who has had Home Economics should:*
1. Knowledge and understanding (thinking)	1. Understand the personal qualities needed to make oneself acceptable to others.
2. Abilities, habits, skills (acting)	2. Be growing in the ability to make and keep friends. Have the habits of thinking of others and their interests when making new friends.
3. Attitudes, values, appreciation (feeling)	3. Have an attitude of acceptance and appreciation of others.

CONTENT (CONCEPT) - is the fact, principle, or information that is considered essential in relation to achieving a specific behavioral outcome.

GENERALIZATION - is a statement that is widely accepted as being true. It is based on facts, principles, and sometimes past experiences and shows the relationship from one idea to another. These relationships are significant enough to influence behavior in new situations. We believe that learning is transferred according to the degree that generalizations are understood and applied.

The first step in teaching students to generalize is to plan situations in which the facts that the teacher wishes to present can be pointed out. Rat demonstrations, for example, give students much factual information about nutrition.

The second step is to point out similarities and differences among the factors in a situation. Students can then be helped to make general statements, expressing a broadening interpretation of the situation.

A final, but very important step, is to help the students apply the generalizations that they have helped to state, to new situations.

LEARNING EXPERIENCES - are activities that have been planned in order that pupils may progress toward achieving specific behavioral outcomes

EVALUATION EXPERIENCES - are activities which help determine the progress made toward the achievement of specific behavioral outcomes.

RESOURCES - are teaching materials, books, bulletins, films, film strips, and other instructional materials needed to carry out the suggested learning experiences and achieve the specific behavioral outcomes.

TYPES OF ACTIVITIES AND METHODS USED IN DEVELOPING LEARNING AND EVALUATION EXPERIENCES:

Discussions - to encourage self-expression.

Panels - to encourage outside reading.

Guest Speakers - to bring the community into the class. If a visitor is to address the class on a particular topic, brief him carefully.

Class Surveys - to find out at first hand.

Interviews - to provide personal information to be compared and tabulated.

Study Questions - to determine the more important points in the unit and give purpose to reading.

Question Box - to break the ice when the group is hesitant about raising questions.

Buzz Groups - to stimulate interest and to help bring out individual ideas.

Brainstorming - to accumulate a quantity of alternate and spontaneous ideas.

Demonstrations - to reinforce what the student has studied.

Field Trips - to help a student understand topics under discussion.

Illustrative Material - to add interest to the units.

Problem Solving - to give the student a chance to apply some basic principles to a given situation.

Films - to give the students outside information and contribute to the theme of the entire unit. Films should be reviewed by the teacher before showing.

Bulletin Boards or Flannel Boards - to motivate or reinforce a learning experience.

Role Playing or Minute Dramas - to present situations or problems for discussion.

Check Lists - to provide effective means of involving the student in self-evaluation.

Reports - to provide additional information to the group.

Experiments - to discover, test a principle, motivate interest.

TV - to provide additional information.

Cartoons Puppets - to stimulate interest.

Opaque Projectors, Overhead Viewers - to present wider use of limited material.

Pretest - to determine the knowledge of the unit that the student presently posseses.

Post-test - to evaluate changed behavior.

CHART SUGGESTING SCOPE AND SEQUENCE FOR A VOCATIONAL HOMEMAKING PROGRAM FOR OHIO

THE STATE DEPARTM
DIVISION OF VOCAT
HOME EC
Columbu

CHART SUGGESTING SCOPE AND SEQUENCE

The suggested time allotment and sequence for each unit may be vari

AREA	SEVENTH AND EIGHTH GRADES	HOME ECONOMICS I COMPREHENSIVE	HOME ECONOMICS II COMPREHENSIVE	ADV
	** Grade 7 – 1 semester daily ** Grade 8 – 1 semester daily or ** Grade 8 – 2 semesters daily	Grade 9	Grade 10	
	No Unit Credit	1¼ Credit Including Home Experiences	1¼ Credit Including Home Experiences	1¼ C
		No Pre-requisite	Pre-requisite: Home Economics I Comprehensive	Home

HOME MANAGEMENT, FAMILY ECONOMICS, AND CONSUMER BUYING	*2 weeks*
	Making the Most of Our Resources
	Available Resources
	Using Resources in Everyday Living
	Making the Most of Our Money
	Money Management Terms
	Sources of Income
	Spending Satisfaction
		2 weeks
		Understanding the Meaning of Management
		Identifying Management
		  Resources
		  Values
		  Goals
		  Standards
		  Decision Making Process
		Management Areas
		Understanding Storage as a Management Tool
		Function of Storage
		Principles of Storage
		Determining Storage Needs
		Meeting Storage Needs
			4 weeks
			Understanding Work Simplification
			Time and Energy Management
			Work Simplification Saves Time and Energy
			Planning Work Areas
			Understanding Consumer Buying
			Shopping Plan
			When and Where to Buy
			How to Pay
			Buying Guides
			Shopping Ethics
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PERSONAL, FAMILY, AND COMMUNITY RELATIONS	*4-6 weeks*
	Developing an Understanding of Self
	Self-Identification
	Self-Understanding
	Self-Improvement
	Understanding and Getting Along With Others
	Relationship With Others
	Social Development
	Wholesome Attitude Toward Sex
		4-5 weeks
		Increasing Understanding of Self, Family and Friends
		Basic Needs of an Individual
		  Physical
		  Biological
		  Emotional
		  Social
		  Spiritual
		*Personal Goals and Values
		  Identification
		  Establishment
		Interpersonal Relations
		  Group Membership
		  Dating
			6 weeks
			Growing Toward Maturity
			As a Young Adult
			  Meaning of Maturity
			  Developing Maturity
			As a Family Member
			  Establishing Satisfactory Relationships
			  Meeting Needs
			As a Wage Earner
			  Professional and Occupational Job Opportunities
			  Factors to be Considered in Job Selection
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CHILD DEVELOPMENT	*4-6 weeks*
	Enjoying and Caring for Children
	Making Friends with Children
	Helping with Care of Children
	Helping Children in Their Play
		4-6 weeks
		Understanding and Caring for Children
		Importance of Children's Basic Needs
		  Physical
		  Emotional
			6 weeks
			Understanding and Guiding a Child's Growth from Infancy Through Twelve Years
			As a Family Member
			Developmental Stages
			Appreciation of Individual
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FOR A VOCATIONAL HOMEMAKING PROGRAM

ied. Many factors will affect the sequence of the areas to be covered.

VANCED HOME ECONOMICS COMPREHENSIVE	JUNIOR-SENIOR NON-MAJOR HOME ECONOMICS	SEMESTER COURSES TO DEVELOP ADVANCED SKILLS	FAMILY LIVING
Grade 11 or 12	Grade 11 or 12	Grade 11 or 12	Grade 11 or 12
Credit Including Home Experiences	1¼ Credit Including Home Experiences	½ Credit Including Projects Related to the Area	1¼ Credit Including Home Experience
Pre-requisites: Economics I and II Comprehensive	No Pre-requisites	Pre-requisite of 1 Year or Equivalent Recommended for Foods and Clothing Areas. No Pre-requisites Required for Other Areas	No Pre-requisites—Open to Both Boys and Girls (Not recommended for Home Economics I and II or Advanced Comprehensive Student
6-8 weeks **aging in Multiple Roles** ding Which Roles to Assume aging for Family Health and afety ding and Caring for Children viding Food and Nutrition viding Family Clothing viding Housing, Furniture nd Equipment e-Community Interdependency **aging Family Finance** nning Family Money Management rces of Family Income nning for Family Security eloping the Family Financial Plan	6 weeks **Understanding the Meaning of Management** Identifying Management Management Areas **Understanding Work Simplification** Time and Energy Management Work Simplification Saves Time and Energy Adequate Work Areas **Understanding Consumer Buying** Shopping Plan When and Where to Buy How to Pay Buying Guides Shopping Ethics **Managing in Multiple Roles** Deciding Which Roles to Assume Managing for Health and Safety	**Understanding the Meaning of Management** **Understanding Work Simplification** **Understanding Consumer Buying** **Managing in Multiple Roles** **Managing Family Finance** Refer to previous units	**Increasing Understanding of Self, Family, and Friends** Self Development Self Identification Self Understanding and Acceptance Self Improvement Interpersonal Relations Rights and Privileges Understanding and Accepting Others Accepting the Responsibility for Own Social Behavior Universality of Families Similarities and Differences Goals and Values Universal Functions of the Family **Understanding the Functions of the Family** Family Functions in a Democratic Society Emotional Social Biological Economic Family Structure Organizational Patterns Authority Patterns Family-Community Interaction Responsibilities of the Family to the Communit Citizenship Community Agencies and Services Community Concerns **Recognizing and Understandin the Responsibilities of Adulthood, Marriage, and Parenthoc** Planning Your Career Personal Abilities and Aptitudes Types Available Education or Training Getting and Holding a Job Making a Wise Marital Choice
9 weeks **erstanding the Universality Families** **ognizing and Understanding Responsibilities of riage and Parenthood** **ognizing and Understanding Interaction Between ily and Community** **erstanding the Relationships lved in Applying for and ping a Job**	6 weeks **Understanding the Multiple Roles of the Modern Adult** Identification of One's Potential Consideration of the Multiple Roles of the Modern Adult Occupational Marriage and Family Life Civic	Refer to units under Advanced Comprehensive. Extend as needed. Add unit on **Looking Toward Parenthood** under the Child Development Area suggested for the Advanced Comprehensive Level.	
6-8 weeks **king Toward Parenthood** natal, Postnatal, and Infant Care uence of Heredity and Environment ental Responsibilities Management	6 weeks **Looking Toward Parenthood** Developing a Positive Attitude Toward Children Influence of Heredity and Environment **Understanding Developmental Stages and Individual Needs**	**Understanding the Importance of Prenatal, Postnatal, and Infant Care** **Understanding Children** Basic Needs Developmental Stages Individual Differences Influences of Heredity and Environment **Guiding Children**	

	Understanding the Obligations of the Baby Sitter, the Child, and the Parents to Each Other.	Awareness of Developmental Stages and Individual Differences Guiding Children's Behavior Social Acceptance Play Materials and Activities Safety Understanding Self Through Understanding Children	Differences *Planning and Managing a Child's Daily Routines Gaining a Further Understanding of Self and Others Through Observation of Children Analyzing Requirements for Child Care Employment	Health Recognizin the Interact and Commu Dealing wi Gaining Co and Directi Behavior b Nursery Sc
FOODS, NUTRITION AND HEALTH	*12 weeks* Improving Food Habits Relationship to Health and Appearance Meal Time Sociability Understanding Simple Food Preparation *Use of Basic Tools and Techniques Sharing Responsibilities in Preparing and Serving Foods *Simple Food Preparation and Application of Simple Principles of Cookery	*9 weeks* Understanding the Relationship of Diet to Health and Appearance Basic Personal Nutrition Food Fads and Fallacies Increasing Skill in Food Preparation *Management of Resources in Planning, Preparing, and Serving Casual Foods Combination of Foods Meals for Family and Friends	*10-12 weeks* *Recognizing the Need to Spend the Food Dollar Wisely and to Conserve Foods for Future Use Consumer Aspects of Family Food Buying Food Preservation for Present and Future Use *Developing Creativity and Management Ability in the Use of Various Types of Food Products in Family Meal Planning Developing Skill in Adapting Family Meals to the Varying Needs of Family Members Planning, Preparing, and Serving Nutritious Family Meals Throughout the Family Life Cycle Food for Children	Understandi Aesthetic V Social Uses Food Relate *Understandi Business, a in Consume Recognizing Aspects of Developing to Meet Spe of Family M
CLOTHING, TEXTILES, AND RELATED ART	*10-12 weeks* Improving Personal Appearance Health Cleanliness Posture Poise Care of Nails, Hair, and Skin Care of Clothing Expressing Self Through Clothing *Purchasing Garments Personal Sewing Style Selection Fabric Selection Selecting, Using, and Caring for Sewing Equipment Large Equipment Small Equipment Safety Constructing a Simple Project	*10-12 weeks* Increasing Knowledge of Personal Grooming Selecting, Constructing, and Caring for Clothing Importance of Clothing Personal Family Clothing Selection for the Individual Design Color *Management of Clothing Care Buying Construction Safe Use and Care of Sewing Equipment Pattern and Fabric Selection Use of Pattern Construction Techniques Characteristics of a Well-Constructed Garment	*8 weeks* Buying Personal Clothing Clothing and Accessory Analysis Appreciation of Trends *Labels in Yard Goods and Ready Made Clothing *Management of Resources. Increasing Sewing Skills and Efficiency Clothing Construction Processes Evaluation of Constructed Garments *additional 2 weeks* Gaining an Understanding of the Various Aspects of the Family Laundry Procedures Aids Equipment Safety	Understandi Economic, a Aspects of Clothing Characterist *Factors Aff Textiles *Consumer P Benefits Interplay of Developing Aesthetic V Use of Text Techniques Artistic Exp Personal S
HOUSING, HOME FURNISHINGS, AND EQUIPMENT	*2 weeks* Being a Cooperative Home Member Sharing Space in the Various Areas of the Home Sharing in Caring for the Home Keeping the Home Safe	*2 weeks* Gaining an Appreciation of Homes Interests and Needs of Family Members Convenience and Comfort Arranging Furniture and Space for Various Activities	*4-5 weeks* Making a Home More Livable and Attractive Furniture Needs, Arrangement, and Care Use of Art Principles Lighting for the Home *Storage Equipment Needs, Use, Care, and Safety	Understandi Conditions Selection o Family Availabl *Factors or Bu Selectin *Legal a Evaluating *Selecting F Furniture Floor and Curtains a Accessorie *Selecting E Needs and Buying Gu Planning

** Integrate Management*
*** Recommended*

ealth **ognizing and Understanding Interaction Between Families Community Agencies ling with Children** **ning Confidence in Guiding Directing Children's avior by Means of sery School Experiences**	**of Children** Prenatal, Postnatal, and Infant Care Parental Responsibilities Guiding Development of Desirable Behavior **Recognizing Community Resources Benefiting Parents and Understanding Agencies to Which Individuals and Families are Responsible**	As a Family Member Behavior Daily Routines Parental Responsibilities **Recognizing and Understanding the Interaction Between Families or Individuals and Community Agencies** **Applying Learnings Gained About Children** Nursery School Experiences Child Care Employment Requirements Understanding Self Through Understanding Children	Importance of Studying Marriage Courtship Engagement Marriage Laws and Custom Making a Successful Marriage Characteristics of a Successful Marriage Major Adjustments Within Stages of the Family Life Cycle
8-10 weeks **derstanding Cultural, Social, and sthetic Values in Food** cial Uses of Foods od Related to Cultures **derstanding the Use of Advertising, siness, and Government Agencies Consumer Management** **cognizing Scientific and Creative spects of Food Preparation** **eveloping Skill in Preparing Food Meet Special Nutritional Concerns Family Members**	*6 weeks* **Understanding Food Needs** Nutrition Throughout the the Life Cycle *Food Selection and Preparation For the Individual For the Family For Entertaining. *Expenditure of the Food Dollar Relationship to Total Budget Factors Affecting Decisions *Need to Spend the Food Dollar Wisely	***Developing Ability in Food Management** **Developing Increased Skill in Food Preparation and Service** **Acquiring the Knowledge and Ability to Plan and Prepare Foods of Other Cultures** **Recognizing Varying Nutritional Needs of Individuals, Both Daily and in Emergencies** **Recognizing Scientific and Creative Aspects of Food Preparation** **Comprehending New Developments in Foods and Nutrition**	
6 weeks **nderstanding the Scientific, conomic, and Cultural spects of Textiles and lothing** haracteristics of Textiles actors Affecting Economics of Textiles onsumer Practices and Economic Benefits terplay of Clothing and Cultures **eveloping Creativity and esthetic Values Through the se of Textiles and Construction echniques** rtistic Expression ersonal Satisfaction	*6 weeks* **Analyzing Clothing Needs of Self and Family** **Selecting Clothing for the Individual** Self Concept Art Application in Clothing Coordination of Accessories and Costumes Different Occasions *Buying vs. Making **Modifying, Repairing, or Constructing Garments** **Maintaining One's Personal Clothing**	**Developing Knowledge of Textiles and Advanced Skills in Sewing** Properties and Uses of Textile Products Selection, Use, and Care of Sewing Equipment Advanced Sewing Processes Selection of Suitable Construction Processes Fitting Techniques Alteration Techniques Repairing Techniques Creativity in Design **Investigating Employment Opportunities and Requirements** Jobs Careers Requirements for Employment	
4-5 weeks **Understanding Future Housing Needs** Conditions Affecting Housing election of a Place to Live Family Requirements Available Housing *Factors to Consider in Renting or Buying Selecting a Site *Legal and Financial Aspects **valuating Floor Plans** **electing Furnishings for the Home** urniture loor and Wall Coverings Curtains and Draperies Accessories **electing Equipment for the Home** eeds and Values of the Family uying Guides **lanning an Efficient Kitchen**	*6 weeks* **Developing an Understanding of Housing Needs** Selection of Place to Live Individual or Family Needs Housing Available * Factors to Consider *Selection, Arrangement and Care of Furnishings *Selection, Use and Care of Equipment	**Meeting Family Housing Needs** Identification of Needs of Family Members *Factors Affecting Choice of Housing Design, Construction and Materials in Housing **Developing a Knowledge of How to Furnish, Decorate, and Equip a Home** ***Understanding the Cost of Housing, Furnishings, and Equipment** **Analyzing Job Opportunities and Developing Skills**	

HOME MANAGEMENT, FAMILY FINANCE, AND CONSUMER BUYING

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

MAKING THE MOST OF OUR RESOURCES

MAKING THE MOST OF OUR MONEY

HOME ECONOMICS I COMPREHENSIVE

UNDERSTANDING THE MEANING OF MANAGEMENT

UNDERSTANDING STORAGE AS A MANAGEMENT TOOL

HOME ECONOMICS II COMPREHENSIVE

UNDERSTANDING WORK SIMPLIFICATION

UNDERSTANDING CONSUMER BUYING

ADVANCED COMPREHENSIVE

MANAGING IN MULTIPLE ROLES

MANAGING FAMILY FINANCE

JUNIOR – SENIOR NON–MAJOR

UNDERSTANDING THE MEANING OF MANAGEMENT

UNDERSTANDING WORK SIMPLIFICATION

UNDERSTANDING CONSUMER BUYING

MANAGING IN MULTIPLE ROLES

SEMESTER COURSE

UNDERSTANDING THE MEANING OF MANAGEMENT

UNDERSTANDING WORK SIMPLIFICATION

UNDERSTANDING CONSUMER BUYING

MANAGING IN MULTIPLE ROLES

MANAGING FAMILY FINANCE

25/24

AN INTRODUCTION TO

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

Management may be considered as the processes through which an individual plans for and controls the use of his resources to achieve goals which seem important to him because of the particular values he holds. Home management is the use of these processes within a home and family life setting.

Although individuals and families have varying amounts of resources with which to achieve their goals, effective managers achieve goals which satisfy or fulfill family values without undue strain on the people or resources involved.

Family finance and consumer buying are concerned with the optimum use of money as a resource to attain family goals.

It is recommended that management be taught as:

a) a separate unit which helps define management and its role, principles it involves, and the managerial procedures which lead most directly toward the achievement of goals of individuals and families.

b) an integral part of the planning, executing, and evaluating experiences in all phases of home economics.

The teacher of home management should constantly respect the private and personal aspects of individual and family values while helping students to formulate goals and plan for use of resources as functions of management.

The students of home management should:

1) Understand the principles of management and develop the ability to apply them in everyday living.

2) Be able to use the decision-making processes.

3) Develop some abilities in making valid judgments in:

    a. developing a personally satisfying value system
    b. choosing goals which will fulfill values
    c. using resources to obtain goals
    d. recognizing and evaluating various standards

4) Understand and evaluate the pressures being placed on people as they develop a value system, choose goals, and use resources.

5) Realize that management abilities can be developed and improved.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - MAKING THE MOST OF OUR RESOURCES

Grade Level 7 and 8. Approximate Time - 1 Week

Generalization:

Everyone has resources which he uses to reach goals that are important to him. Individual or family goals are reached best by planning the use of resources, substituting one resource for another, and being creative in the use of all resources.

Behavioral Outcomes Expected:

- Develops some ability to set and work toward goals.
- Recognizes resources available for personal and family use.
- Utilizes resources as a tool for goal attainment.
- Appreciates the satisfaction of using resources to reach goals.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Available Resources Personal, Family, Community	Have students identify their own resources: Health Energy Time Knowledge Abilities and skills Interests and attitudes Owned goods Money Community facilities Resource people Personal and family relationships Cultural heritage	Books: 1, 2, 6, 10 Pamphlets: 20
	Define goals and types of goals: Personal Family Community	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss short-term and long-term goals.	
	Have class members list some goals and classify as to type and time-span.	
Using Resources in Everyday Living	Have students analyze some simple activities such as putting up their hair on rollers. Identify goals and resources used to achieve them.	
Principles of resource use Identification Alternative use Interdependence Scarcity Substitution Creation	Discuss goals and resource use, using film, story, or case study. Suggest how substitution, interdependence could occur.	Film: 8
	Interview mother or neighbor to find out what is her most scarce resource. When is it scarce? Why? Can there be substitution? Creation?	
Planning resource use	Have students keep record of way time was spent on school work, home duties, community activities, and personal activities. Evaluate in light of personal goals.	
Self-improvement	Summarize by making plan for self-improvement to meet a personal goal, indicating resource use. Recognize goals as tools for self-improvement.	
Community service	Have resource person talk on "How Teens Can Be of Service to the Community." Plan and participate in a community activity as Christmas caroling, visiting aged, school or park beautification.	

Some Main Ideas and Generalizations:

- Goals are the things individuals or families set out to accomplish, either in the immediate future or over a long-range period, and may be either individual or family oriented.
- Resources are the people and things by which we reach our goals.

- Planning provides direction for use of resources to reach goals.

- Resources may be substituted for each other and/or used alternately, but there is a scarcity of resources at a particular time and place.

- Recognizing the presence of resources increases the possibilities for their effective use in attaining one or more goals.

- Creative and effective use of resources can allow us to improve ourselves and our communities if these are our goals.

HOME MANAGEMENT, FAMILY FINANCE, AND CONSUMER BUYING

UNIT - MAKING THE MOST OF OUR MONEY

Grade Level 7 and 8. Approximate Time 1 Week

Generalization:

Money is a resource used to reach goals that we need and want. The satisfaction of needs and wants is achieved best by establishing priorities for spending, using good buying practices, and recognizing the importance of real and psychic incomes.

Behavioral Outcomes Expected:

- Recognizes sources and types of income.
- Develops some ability to make satisfactory choices with money.
- Recognizes and applies some principles of money management in personal spending.
- Understands some methods of purchasing goods and their uses.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Money Management Terms	Present flash cards of money management terms *for students'* first reactions. Include such terms as: Allowance, Bargain, Budget, Charga-plate, Cheat, Credit, Dole, Hand-out, Impulse Buying, Thrift, Installment Buying, Spend-thrift, Need, Sale, Want, Stingy, Advertising, etc.	Books: 1, 3, 10
	Have each student define one of the terms using the dictionary and restate the definition in her own words.	
	Discuss types of income, indicating real income as goods and services which money income can buy and psychic income	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	as the satisfactions derived from use of income.	
Sources of Income	List all sources of money received last year; have buzz sessions to find ways to increase real income and psychic income.	Film Strips: 1, 8
Gifts Earnings Allowances Doles Others	Show how money can be freed for other purposes through conservation of resources. Have students give examples.	
	Discuss - "Most people do not have as much money as they would like so personal and family priorities for spending must be established."	
Spending Satisfaction	Recall a recent purchase such as a blouse, skirt, coat, or dress.	Pamphlets: 1, 2, 21, 28, 41
Goal achievement	How did you decide what to buy? Did the purchase achieve your goals? short term? long term? How did you pay for the purchase? What other arrangement for payment might have been made? Did you or any member of your family have to do without something so you could make this purchase?	
Priority	Was there anything else that you needed more?	
Maximum value	Have you been pleased or displeased with this purchase? How much care does it require? Can you wear it again next season?	
Substitution	Could a less expensive garment have met your needs as well?	
	Discuss how our purchases reflect the things that we think are important.	
	Have students list expenditures which they plan to make during the next month,	

listing income available and establishing priority for purchases. Discuss method of purchase to be used.

Some Main Ideas and Generalizations:

- Money is a resource used to satisfy needs and wants.
- The most satisfying use of money is that which helps achieve goals.
- Establishing priorities for spending, using good buying practices, and knowing advantages of various methods of purchasing increase the satisfaction derived from use of money.
- The substitution of other resources for money can increase the goal achievement of a given amount of money.
- Money income, real income, and psychic income are types of income which determine the satisfaction of needs and wants.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - UNDERSTANDING THE MEANING OF MANAGEMENT

Home Economics I Comprehensive. Approximate Time - 2 Weeks (Refer to this Unit in planning the Junior-Senior Non-Major Course or the Semester Offering)

Generalization:

Management is a process which involves use of resources to achieve goals that are based on values and standards. Management is necessary in all areas of family living.

Behavioral Outcomes Expected:

- Understands the meaning of management.
- Develops some ability to apply principles of management in all areas of living.
- Recognizes that resources, goals, values, and standards are factors influencing management.
- Develops some ability to use the decision-making process.
- Appreciates the contribution of management to the development of family relationships.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Identifying Management	Have pupils explore the need for management using stories or case studies.	Books: 1, 3, 4, 5, 6, 8, 10
	Have pupils write their own definition of management.	
	Divide into buzz groups and assign each group to define management by consulting dictionaries, textbooks, etc. Follow with class discussion of findings and development of a definition of management.	
	Compare the following definition with the findings of the class:	Pamphlets: 20, 33

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Management is the process through which an individual uses his resources to achieve at a satisfactory standard a goal or goals which seem important because of the particular values he holds.	
Components of Management Resources	Discuss resources that are available to individuals and families. Students list resources used within a given time such as a class period, walk to school, or lunch period.	
	Divide class into groups. Students present round table discussions on the advantages of substituting one resource for another, such as making a dress as compared with buying a dress, also ways in which resources can be increased.	
Values	Discuss source, meaning, interrelatedness, importance and ranking of values. Analyze a value held and reasons for importance.	
	Show how people's decisions vary because of the values they hold.	
Goals	Define goals; both short and long-term. Students choose a meaningful personal goal and list personal characteristics and resources for attaining, indicating values the goal will help fulfill and resources to be increased or controlled to attain the goal.	
Standards	Define standards as mental pictures of what the family or individual considers satisfactory level of performance. (Use illustration such as the making of a bed.)	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss kinds of standards, importance of choosing standards through knowledge, ways standards affect choices, and value of flexible standards as related to changing situations. How do varying amounts of resources affect standards? Goals?	Film: 4
	Students report their mother's view of her most satisfactory homemaking task. Analyze the task in light of values, goals, standards, and resources.	
Decision-making process Planning Controlling Evaluating	Present the decision-making process and steps in the decision-making or management process. Select goals which fulfill a value. Determine possible ways of achieving goals and weigh advantages and disadvantages of each. Are the necessary resources available or attainable? Make the decision. Implement the decision. Evaluate the decision. Students select decision which they make regularly but which could be managed more effectively. Apply decision-making process to the decision. Evaluate.	Pamphlets: 39, 42
	Discuss aspects of controlling (checking, adjusting, and facilitating) decisions and how they affect management. Apply to specific situations.	
Management Areas	Discuss ways evaluation can be used to improve future decisions.	
	Discuss how management can be applied to all aspects of living such as: Feeding the family Planning family spending Clothing the family Caring for children	

Using leisure time
Maintaining health and safety
Caring for the home, etc.

Observe persons who are considered to be good managers. Analyze reasons for this, indicating how resources are used to meet demands.

Use the following case study as an evaluation instrument. Marcia Meyers is a high school student. She wants to go to business school after graduation. She and her family are saving money to help her reach her goal.
To help save more quickly Marcia's mother is working outside the home. However, the Meyers family has been able to save very little. Marcia has been busy with outside activities and has neglected her work at home. Mrs. Meyers is tired after work and does not feel like doing the house work. As a result, the family has been sending out the laundry and eating more meals in restaurants.

What conflicts are there between the Meyers' goals and their available resources?
How might they solve their problem?

Some Main Ideas and Generalizations:

- The ability to manage well can be learned.
- An individual's or family's use of resources depends on their values, goals, and standards.
- Goals need to be realistic and should be selected with regard to the family's values, availability of resources and all the demands on their resources.
- An awareness of many different standards and an appreciation of the value of flexibility help in choosing a standard with which one can be happy, and which can be achieved without undue strain on resources.
- Management as a process is an integral part of every aspect of living.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - UNDERSTANDING STORAGE AS A MANAGEMENT TOOL

Home Economics I Comprehensive. Approximate Time - 1 Week (Refer to this Unit in planning the Junior - Senior Non-Major Course or the Semester Offering)

Generalization:

Organized storage contributes to increased usefulness of owned goods, to safer home living, to more efficient management of time, and to happier relationships with other family members.

Behavioral Outcomes Expected:

- Understands that functional storage increases satisfactions and usefulness of owned goods.
- Develops ability to apply storage principles.
- Gains some skill in recognizing and meeting storage needs.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Function of Storage Care of goods Safety Attractiveness Saving of time	Discuss functions of storage and importance of maintaining adequate storage.	Books: 9, 10 Pamphlet: 17, 49
Principles of Storage Store at point of use Store within easy reach the things used most often Plan storage space to fit articles to be stored Put articles in their planned space Discard unused articles	Give illustrated talk and/or demonstration of storage principles and how they are applied in the department. Determine storage needs for some area in the school. Devise method for meeting needs.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Determining Storage Needs	Have students examine personal storage needs. Make inventory of owned goods; identify storage problems and suggest improvement through use of storage principles.	
Meeting Storage Needs Adjusting existing facilities Creativity Resource use Application of principles	Assign reports on storage aids available commercially with evaluation of their functions. Display aids with suggestions for use. Students plan and make or select a storage aid for use at home. Plan field trip to new or model house, mobile home, or remodeled house to study storage facilities. Evaluate storage available and compare types and amounts of space used for storage.	

Some Main Ideas and Generalizations:

- Storage facilities which function well are those which provide a place for all items and are accessible, flexible, and economical of space.
- Good storage practices increase the safety factors of the home and improve relationships of family members.
- Application of storage principles adds to satisfaction in that it takes less time to care for owned goods and they remain more attractive and usable for longer time.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - UNDERSTANDING WORK SIMPLIFICATION

Home Economics II Comprehensive. Approximate Time - 1-2 Weeks (Refer to this Unit in planning the Junior - Senior Non-Major Course or the Semester Offering)

Generalization:

Work simplification enables persons to produce optimum results with minimum effort because tasks are grouped and performed with greater ease.

Behavioral Outcomes Expected:

- Develops an awareness of use of work simplification in everyday living.
- Develops some ability to recognize and apply work simplification principles.
- Appreciates contribution of work simplification to use of resources.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Time and Energy Management	Discuss time and energy as resources.	Books: 5, 9, 10
Work simplification terms Resource use Clustering Dove-tailing Critical path Overlapping	Demonstrate ways to conserve both by dove-tailing and clustering tasks. Explain the critical path and the place of overlapping in management. Discuss: "We find time to do the things we really want to do."	
Fatigue Mental Physical Emotional	Describe types of fatigue with discussion of effect of motivation, skill, break in activity, rewards, and enthusiasm on kinds of fatigue.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Work Simplification Saves Time and Energy Principles of work simplification Motion-mindedness Sequencing Body mechanics Gravity use	Experiment, study, demonstrate and/or compare resource use in situations to illustrate principles. Suggested activities include: Motion study of walking during task. Use of rhythm in motion as in ironing, dusting, etc. Hanging clothes from basket, cart, to show force of gravity. Make process chart of simple task such as washing dishes left to right and right to left with evaluation. Contrast effort and time used with and without use of tools as in beating eggs. Comparison of tasks using devices for simplifying work such as mixers, nut-choppers, use of tray, etc. Determine correct working heights for tasks. Show effect of posture on tasks.	Pamphlets: 8, 10, 13
Use of work simplification	Demonstrate using both hands in tasks such as washing counter top with one hand, drying with the other; using both hands to pick up toys, etc.	
	List most liked and disliked tasks and analyze why they are disliked. Suggest how disliked may be made more interesting.	
	Students analyze and evaluate a simple homemaking task using the questions: What is done? Why is it done? What would happen if it were not done? Who does the work? Could a person with less skill do it as well? Is it done at the most convenient time? How is the work done?	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Can applying the principles of motion economy help perform the task with less effort?	
Planning Work Areas	List work areas in the home such as: kitchen study sewing laundry grooming	
	Present ideas on how these areas can be improved	Pamphlets: 5, 14, 15, 50
	Summarize kitchen planning principles: 1. Decide on activities in relation to available space. 2. Organize work activities into centers around large equipment. 3. Arrange the work triangle so traffic will not pass through it. 4. Provide for adequate light (natural and artificial). 5. Provide for adequate ventilation (natural and artificial). 6. Provide surfaces suitable to the purpose for which they will be used. 7. Provide space for use and storage of equipment and supplies.	

Some Main Ideas and Generalizations:

- Work simplification is a means of improving methods of work by grouping of tasks for ease in performing.
- Principles of work simplification enable persons to use their resources in ways which produce optimum results with minimum fatigue.
- Fatigue may be due to either physiological or psychological factors.
- Every individual has a pattern of work which is unique to her, but each can apply principles of work simplification in evolving better patterns of work.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - UNDERSTANDING CONSUMER BUYING

Home Economics II Comprehensive. Approximate Time - 2-3 Weeks (Refer to this Unit in planning the Junior - Senior Non-Major Course or the Semester Offering)

Generalization:

Planned buying along with intelligent use of consumer information and past experiences tend to increase satisfactions with goods and services chosen.

Behavioral Outcomes Expected:

- Understands advantages of planned shopping.
- Gains ability to obtain more satisfaction for money spent.
- Determines advantages of types of payment.
- Develops some ability to identify and use buying guides.
- Appreciates consumer responsibility to bring about better buying conditions and better products.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Shopping Plan	Read the chapter "Shopping Tour" from Belles On Their Toes. Discuss necessity of reconciling wants and needs when funds are limited to achieve maximum satisfaction; analyze meaning of buying according to wants, needs, and money. Discuss value of knowing before going shopping what is wanted, money available, and long-term planning for spending. List advantages of shopping plan.	Books: 1, 8, 10, 11, 12, 13
When and Where to Buy	Study services provided by various types of stores in the community.	Pamphlets: 4, 6, 30, 35, 36, 44

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Types of stores Time of purchase	Have committees visit stores and report services available in different types of stores.	
	Discuss how seasonal changes affect prices, quality, and selection. Collect advertisements of special sales for one type of item as clothes, food, furniture, etc. Analyze reasons for sales and approaches used. Compare sales and regular prices. Learn meaning of sales terminology and list advantages and disadvantages of shopping sales.	Films: 3, 5
Method of Payment	Study ways to pay for goods. Discuss advantages and disadvantages. Invite resource person to speak on consumer credit. Discuss advantages and disadvantages of credit buying for various kinds of purchases and cost of credit buying.	
Buying Guides Advertising	Discuss value of advertising (radio, newspaper, TV, magazine, billboard, etc.) to the consumer. Analyze the appeal of advertising. To which human needs does each appeal? Display advertisements and analyze information, claims, etc.	
Labels	Study labels; inspect for information contained that will be useful to the consumer. Compile list of government requirements for labels.	
Protections Guarantees Seals of approval Trade mark Government inspection Others	Report on agencies for consumer protection. Discuss guarantees, seals of approval, trade marks and brand names. Investigate the use of standards in sizes, quality, quantity, etc., and the value of the service to the consumer.	
Shopping Ethics	List specific examples of how to be courteous shoppers; prepare check list of shopping habits to be desired.	

Plan skits showing desirable shopping practices, returning goods, seeking information, and buying.

Choose an item which is needed by individual, family, or school. Determine when and where to buy, consult buying guides and determine method of payment for the item.

Some Main Ideas and Generalizations:

- The ability to plan is a valuable resource for the consumer and increases satisfactions with goods and services chosen. The use of past experiences helps make a better plan and keeps a better balance among wants, needs, and money.
- Satisfactory shopping habits can be learned.
- Consumer information is available from many sources. Since products change rapidly it is important to keep informed.
- The consumer and retailer both have rights and responsibilities; they depend on each other to achieve their mutual goals.
- Consideration of factors such as type of store, time of purchase, the use of buying guides, and a shopping plan can aid in choosing products of acceptable standards with the resources available.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - MANAGING IN MULTIPLE ROLES

Advanced Home Economics. Approximate Time - 3-4 Weeks (Refer to this Unit in planning the Junior - Senior Non-Major Course or the Semester Offering)

Generalization:

The homemaker's choices of which combination of roles to assume are satisfying only when all factors, costs, and outcomes for herself and her family are considered. Each combination of roles creates special problems in the management of all aspects of homemaking.

Behavioral Outcomes Expected:

- Recognizes factors to be weighed in determining which roles to assume.
- Understands some of the many types of costs and outcomes involved in carrying out multiple roles.
- Understands the importance of management in creating a safe and healthful environment for family members.
- Recognizes the effects of being away from home upon leisure time activities of the entire family and plans ways to meet these problems.
- Develops some awareness of the problems of mothers and children when the mother works away from home.
- Develops some ability to evaluate people and places that care for children.
- Recognizes the importance of management in meal planning and preparation when the homemaker is employed.
- Realizes that standards in clothing care and selection may become more flexible when the time and energy of the homemaker are limited by outside activities.
- Is aware that equipment and storage which save time and energy will help maintain the household at a satisfactory level when there is little time or energy for house care.
- Understands that community facilities which are definite resources for families are dependent on the support provided by the people in the community.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Deciding Which Roles to Assume	Discuss possible roles of women.	Books: 4, 5, 8, 9, 10, 11, 12, 13
Roles Person Homemaker Wife Mother Daughter Community worker Church worker Wage earner Social participant Social leader	Review books, stories, articles or TV shows which tell about a homemaker who has multiple roles. Discuss goals she and her family have.	
Factors Involved Family goals Stage in family life cycle Cost Economic Psychological Physical Outcomes	Have panel discussion on family considerations before homemaker assumes multiple roles, also how resulting problems might be resolved. Invite working and non-working homemakers; husbands of working and non-working wives; daughters of working and non-working mothers.	Pamphlets: 56
	Class explore costs involved in assuming multiple roles, also goals a family might or might not accomplish if mother works.	
Managing for Family Health and Safety	Stress the use of storage to eliminate hazards in the home.	
Hazards Emergencies Illnesses	Discuss role of family members and neighbors in meeting emergencies and illnesses within a family when the mother is away.	Film Strip: 2
	Secure and report to class information on community resources such as: Homemaker's service Hospital services Police emergency services Others	
	Discuss the need of family recreation to maintain mental health. Devise plan for family recreation and for	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	leisure time activities when mother is employed.	
Guiding and Caring for Children Relationships of family goals and child care	List some reasons why mothers of preschool age children work away from home. Evaluate reasons in light of the child's welfare.	Books: 3, 10, 12
Means of child care Family members	Consider ways fathers, relatives, and other family members can share child care responsibilities. Give advantages and disadvantages.	
Hired baby-sitter	Discuss characteristics of a desirable baby-sitter, wages, hours, etc.	
	Identify types of child-care services available in the community.	
Day care center	Visit a day care center, note facilities, care, and cost. Review standards established for the day care centers by the Child Welfare League of America.	
Problems of children	Discuss case studies of problems of children whose mothers work away from home. Suggest solutions.	
	Discuss statement: "It is not how much time a mother spends with her children but what she does when she is with them that counts." Keep in mind energy limitation of mother.	
Providing Food and Nutrition Ways to save time, money, and energy Plan ahead Simplify menus Use convenience foods	By use of food models and flannel board have class plan basic menu and make suggestions for substitutions which might reduce time of preparation, cost, clean-up, etc. Keep in mind need to keep meals nutritious, palatable, and attractive.	Book: 10 Pamphlets: 25, 29, 34

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Simplify service and clean-up Use of good buying practices	Discuss ways a homemaker can cut food shopping time and still be a good buyer.	
Use of home equipment Cook & serve dishes Buffet skillet Pressure cooker Others	Have students bring to class pictures from magazines and hints to brighten quick meals and use of left-overs. Plan meals making use of home equipment such as freezer, buffet skillet, pressure cooker, etc.	
Eating out	Discuss "eating out" and consider circumstances which make it a good decision for a family	
Dove-tailing tasks Assistance of family members	Discuss tasks that may be dove-tailed with food planning, preparation, service and clean-up; also assistance with these processes family members can give to employed housewife.	
Providing Family Clothing	Discuss effects family values and goals have on one's personal clothing	Filmstrip: 6
Decisions	List decisions one makes when purchasing clothing such as: occasion to be worn quality of garment cost care required others	
Care	Examine articles of clothing to determine characteristics which affect amount and kind of care required.	
Short cuts	Students identify short cuts families can use to save time and energy in caring for family's clothing; emphasize storage.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate processes and techniques involved in care of clothing. spot removal repairing brushing airing ironing and pressing daily and seasonal storage others	Pamphlets: 10, 30, 55
Community facilities Responsibilities of family members	Discuss community facilities for clothing care and the responsibilities of family members for their own clothing care.	
Managing Housing, Furniture, and Equipment Location of the home	Present family situations showing problems which might arise because of location of home as: Time involved going to work Availability of outside help Children's safety, etc.	Pamphlets: 9, 12, 19
Factors that affect demands on time and energy of homemaker	Study types of furnishings and finishes from the standpoint of care required.	
Types of furnishings	Demonstrate use of time-saving equipment and time-saving arrangement of furnishings.	
Finishes		
Equipment	Discuss standards for care of a home and skills required.	
Standards	Review storage principles and show how time, energy, and goods may be conserved by adequate storage.	Pamphlet: 17
Skills		
Storage		
Assistance		
Family members Employed help	Discuss possibilities for assistance in routine housekeeping by family members and outside help. Give consideration to problems involved.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Home Community Inderdependency	Discuss local community resources as: water supply shopping facilities libraries hospitals, clinics, parks and playgrounds others	
	Have student groups study, discuss, and present to class summary of the individual's responsibility for the maintenance and care of each community resource.	

Some Main Ideas and Generalizations:

- Periodically the homemaker who is employed should weigh the advantages and disadvantages of her multiple roles in light of the effects on family goals.
- Effective management can help provide for the safety and physical and mental health of family members.
- Thoughtful pre-planning for the care and development of the child is necessary when the mother assumes multiple roles.
- Providing nutritious and palatable food in pleasant surroundings may be accomplished without undue strain if the homemaker applies management principles and receives the cooperation of family members.
- When management is applied to personal and family clothing, the results may be observed in appearances and in individual satisfaction.
- Orderliness, beauty, responsibility, joy of work, and pride in the home can all result when care of the home is well organized and skillfully carried out.
- Each individual is responsible for the use, growth, and conservation of the community's resources.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

UNIT - MANAGING FAMILY FINANCE

Advanced Home Economics. Approximate Time - 3-4 Weeks (Refer to this Unit in planning the Junior - Senior Non-Major Course or the Semester Offering)

Generalization:

The management of money rather than the amount available is often responsible for the satisfactions in the family experiences. Continual planning, implementing, and evaluating the use of family income help the family achieve its goals and provide for family security.

Behavioral Outcomes Expected:

- Understands the factors that affect a family's standard and level of living.
- Develops an awareness of the necessity for family financial planning.
- Understands how families and individuals use income to achieve goals.
- Realizes that money management which will lead to the achievement of family goals results from continual planning and evaluating.
- Becomes acquainted with some ways to provide for financial security.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Planning for Money Management	Define and illustrate "standard of living" and "level of living."	Books: 5, 6, 8, 10, 11
Background factors	Discuss the dangers of an unrealistic standard of living and the effects mass media have on our standards of living.	
Standard of living		
Level of living	Students interview parents, grandparents, and others to determine how standards and levels of living have changed over the last fifty years.	
Cost of living		

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Suggest ways families may resolve difference between their level and standard of living.	
	Students read about levels of living in other countries and in differing socio-economic groups within the United States. Identify reasons for American standards and levels of living being higher than those in some countries, giving special attention to such influences as: Judeo-Christian heritage Form of government Public education Economic system Natural resources	
Sources of Family Income	Have class discuss the characteristics of money, real and psychic incomes, and identify various sources of family income.	
Types of income Money	View film Managing the Family Income 35 min. Household Finance Corporation.	Film: 9
Real Psychic	Have school psychologist or social worker help class investigate psychic income or satisfactions gained that cannot necessarily be measured in money as: Satisfactions the homemaker receives from cleaning the house. Satisfactions a girl may have in baking a cake. Satisfactions a father may receive from a well-kept lawn. Satisfactions gained from success in school or ingames, etc.	
	Discuss satisfactions experienced from application of management principles in a home.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Developing the Family Financial Plan Spending family income	Have class discuss specific ways in which real income may be increased and how skills, talents and abilities can be used to help meet family needs and wants.	
Family expenditures	Review the records of expenditures from family case studies and identify the different values families hold as evidenced by their patterns of spending.	
Expenditure plan	Identify the basic needs requiring money in families. How do these needs change at different stages of the family life cycle? How do family goals change through the cycle?	
	View filmstrip: A New Look at Budgeting. Discuss.	Filmstrip: 5
	Analyze steps in money management and apply to case study situation. Steps in money management are:	
	List sources and amounts of family income. Identify family goals. Determine wants and needs to reach these goals. Plan how and when large unavoidable expenses are to be paid. Divide remaining monies for day to day expenses. Adjust these totals to family income. Try the plan for a period of time, recording expenditures. Evaluate the plan in light of satisfactions.	Pamphlets: 7, 16, 24, 29, 54

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Planning for Family Security	Class discuss ways of storing legal papers and identify items requiring safe storage.	Films: 1, 2,
Safety of valuables	Students prepare list of family valuables, then evaluate safety of place they are stored.	
Insurance Life Property Health	Invite an insurance agent to discuss meaning and major provisions of types of insurance.	Filmstrip: 3
Social Security	Study the purposes, coverage and terms of Social Security as a retirement and disability protection.	Pamphlets: 18, 31, 35, 36, 40, 45
Legal will	Invite a lawyer to discuss making, filing, probating a will, state laws covering wills and the disposal of property if a person dies intestate.	
Credit	Class members use reference materials to survey the major provisions of each kind and source of credit. Consider situations when each is suitable. Compare costs of different credit plans.	
	Clarify the procedures and responsibilities involved in using credit and emphasize the importance of establishing a good credit rating as a means of providing for family security.	
Savings	Study recent publications which present guides for savings; discussion of what to consider in choosing a place for savings. Invite a speaker from financial institution to discuss banking procedures and services available at different types of banks.	

Some Main Ideas and Generalizations:

- Managing money is a learned process and experiences with money decisions develop that ability.
- Money management is unique for each family because their goals, values, resources, and standards of living differ.
- Providing for family security is a part of the financial plan.
- Families can increase real income by using the talents, abilities, and skills of their members.
- Insurance is one of the major ways of providing for the economic security of the family.
- Family financial planning promotes better family relationships.

HOME MANAGEMENT, FAMILY FINANCE AND CONSUMER BUYING

BOOKS

1. Barclay, Marion and Frances Champion. TEEN GUIDE TO HOME MAKING. New York: McGraw-Hill Book Company, 1961.

2. Clayton, Nanalee. YOUNG LIVING. Peoria, Illinois: Chas. A. Bennett Co., 1963.

3. Fitzsimmons, Cleo and Neil White. MANAGEMENT FOR YOU. New York: J.B. Lippincott Co., 1964.

4. Gilbreth, Frank B. and Ernestine G. Carey. BELLES ON THEIR TOES. New York: Thomas Y. Crowell Co., 1950.

*5. Gilbreth, Lillian M., Orpha Mae Thomas and Eleanor Clymer. MANAGEMENT IN THE HOME. New York: Dodd, Mead, and Co., 1954.

*6. Goodyear, Margaret R. and Mildred C. Klohr. MANAGING FOR EFFECTIVE LIVING. 2d ed. New York: John Wiley and Sons, Inc., 1965.

*7. Gross, Irma H. and Elizabeth Walbert Crandall. MANAGEMENT FOR MODERN FAMILIES. New York: Appleton-Century-Crofts, 1963.

*8. Lasser, J.K and Sylvia Porter. MANAGING YOUR MONEY. Chicago: Holt-Rinehart and Winston, 1962.

9. Lewis, Doris S., Jean O. Burns, and Esther F. Segner. HOUSING AND HOME MANAGEMENT. New York: The Macmillan Co., 1961.

*10. Nickell, Paulena and Jean Miur Dorsey. MANAGEMENT IN FAMILY LIVING. New York: John Wiley and Sons, Inc., 1961.

11. Raines, Margaret. MANAGING LIVING TIME. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1964.

12. Starr, Muriel. MANAGEMENT FOR BETTER LIVING. Boston: D.C. Heath and Co., 1963.

*13. Troelstrup, Arch W. CONSUMER PROBLEMS AND PERSONAL FINANCE. New York: McGraw-Hill Book Company, 1957.

*Teacher reference

PAMPHLETS AND BULLETINS

American Banker's Association, Banking Education Committee, 12 E. 36th Street, New York, New York.

1. American Banking Association School Kit. Free
2. Personal Money Management

3. Using Bank Services

American Institute for Economic Research, Great Barrington, Mass.
4. How To Avoid Financial Tangles, Volume V, Number 1. $1.
5. Planning Your Kitchen #343

Commission on Family Financial Security Education, 488 Madison Avenue, New York 22, New York.
6. Let the Dollar Help

Committee on Financial Security, 488 Madison Avenue, New York 22, New York.
7. Guidance for Family Security

Cooperative Extension Service Information, The Ohio State University, Agricultural Administration Building, Fyffe Road, Columbus 10, Ohio.
8. A Pattern Motion Study #256
9. Arrange Your Furniture #279
10. An Easy Way To Iron a Shirt #319
11. Consumer Credit #381
12. Legal Safeguards for Your Home
13. Look at Your Posture #244
14. More Space in Your Kitchen #354
15. Plan Your Kitchen #279
16. Planning Family Spending #384
17. Planning Guide for Storage #408
18. Planning Financial Security
19. When You Buy #415

Department of Home Economics, National Education Association, 1201 16th Street, N.W., Washington, D.C.
20. Teaching Home Management, DHE #19, May, 1963, 35¢
21. Youth and Money, B. Paolucci and Helen Thal

Educational Service Division, National Consumers Finance Association, 1000 Sixteenth Street, N.W., Washington, D.C.
22. Consumer Credit and You
23. Basic Principles in Family Money and Credit Management
24. Family Budget Kit
25. Money and Your Marriage

Federal Food and Drug Administration, District Headquarters, 1560 E. Jefferson, Detroit, Michigan.

Household Finance Corporation, Prudential Plaza, Chicago, Illinois.
26. Money Management Library ($1.50, each bulletin 15¢)
27. Children's Spending
28. For Young Moderns
29. Managing the Family Income
30. Your Shopping Dollar

31. Your Savings Investment Dollar
32. Your Budget
33. Your Guide for Teaching Money Management
34. Your Food Dollar

International Consumer Credit Association, 22 East 38th Street, New York, New York.
35. Public Affairs Pamphlets on Credit

International Consumer Credit Association, 375 Jackson Avenue, St. Louis, Missouri.
36. How To Use Consumer Credit Wisely (50¢)

Institute of Life Insurance, Educational Division, 277 Park Avenue, New York, New York.
37. A Date with Your Future
38. Budget or Bust (a play)
39. Decade of Decision
40. Tips for Teaching Life and Health Insurance

Institute of Life Insurance, 488 Madison Avenue, New York, New York.
41. Moderns Make Money Behave

J.C. Penny Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York.

National Committee for Education in Family Finance, 277 Park Avenue, New York, New York.
42. Free and Inexpensive Materials for Teaching Family Finance (25¢)

National Dairy Council, 111 N. Canal Street, Chicago, Illinois.
43. Food Models

National Thrift Committee, 212 West Wacker Drive, Chicago, Illinois.
Money Management Packet
44. Teens Guide to Money Management
45. Thrift in the Life Insurance Stream
46. You Are Worth More Than You Think
47. Your Budget Book with a Conscience

New York Life Insurance Co., 51 Madison Avenue, New York, New York.
48. Career Pamphlet Series

S.A. Hirsh Manufacturing Company, 8051 Central Park Avenue, Skokie, Illinois.
49. Put Storage Problems on the Shelf

Sears, Roebuck and Company, Consumer Education Division, 925 South Homan Avenue, Chicago, Illinois.

Small Home Council, University of Illinois, Urbana, Illinois.
(Complete series treating all areas of housing: about $4.)

50. Kitchen Planning Standards, Index C 5.32

Superintendent of Documents, United States Government Printing Office, Washington 25, D.C.

51. Consumers Expenditures and Income, Rural Farm Population, North Central Region, 1961
52. Cut-Outs To Help in Planning #22
53. F.D.A. Catalog of Fakes and Swindles in the Health Field #19
54. Helping Families Manage Their Finances, Home Economics Research Report #21 (40¢)
55. Home Sewing Areas, Southern Cooperative Service, Bulletin #58
56. Management Problem of Homemakers Employed Outside the Home, 1961 (65¢)

FILMS AND FILM STRIPS

Films

1. Before the Days, United States Department of Health, Education and Welfare, Social Security Administration, Washington, D.C. (Available from local Social Security Office).

2. Social Security Story, United States Department of Health, Education and Welfare, Social Security Administration, Washington, D.C. (Available from local Social Security Office).

3. Better Buying, Coronet Instructional Film, 65 East South Water Street, Chicago, Illinois.

4. Make Your Own Decisions, Ideal Pictures, 417 North State Street, Chicago, Illinois.

5. Wise Buying, Ideal Pictures, 417 North State Street, Chicago, Illinois.

6. Marriage and Money, Association Films, 347 Madison Avenue, New York, New York.

7. The Littlest Giant, Association Films, Inc., Allegheny and Delaware Avenue, Allengeny County, Oakmont, Pennsylvania.

8. The Owl and Fred Jones, Ohio State Department of Health, 450 East Town Street, Columbus, Ohio.

9. Managing the Family Income, Household Finance Corporation, Prudential Plaza, Chicago, Illinois.

Film Strips

Institute of Life Insurance, 488 Madison Avenue, New York, New York.
1. Directing Your Dollar
2. Dollars for Health
3. Dollars for Security

McGraw-Hill Book Company, New York.
4. Yours for the Best

Money Management Institute; Household Finance Corporation, Prudential Plaza, Chicago, Illinois.
5. A New Look at Budgeting
6. Your Money's Worth in Shopping
7. Your World and Money

Popular Science Publishing Company, Inc., 355 Lexington Avenue, New York 17 New York.
8. Spending Your Money

PERSONAL, FAMILY AND COMMUNITY RELATIONS

68/69

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

DEVELOPING AN UNDERSTANDING OF SELF

UNDERSTANDING AND GETTING ALONG WITH OTHERS

HOME ECONOMICS I COMPREHENSIVE

INCREASING UNDERSTANDING OF SELF, FAMILY, AND FRIENDS

HOME ECONOMICS II COMPREHENSIVE

GROWING TOWARD MATURITY

ADVANCED HOME ECONOMICS COMPREHENSIVE – OR FIRST NINE WEEKS OF SEMESTER COURSE (complete semester with nine weeks of advanced child development)

UNDERSTANDING THE UNIVERSALITY OF FAMILIES (SIMILARITIES AND DIFFERENCES AMONG FAMILIES IN OTHER CULTURES)

RECOGNIZING AND UNDERSTANDING THE RESPONSIBILITIES OF MARRIAGE AND PARENTHOOD

RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILY AND COMMUNITY

UNDERSTANDING THE RELATIONSHIPS INVOLVED IN APPLYING FOR AND KEEPING A JOB

NON–MAJOR – ELEVENTH AND TWELFTH GRADES (No prerequisites)

UNDERSTANDING THE MULTIPLE ROLES OF THE MODERN ADULT

FAMILY LIVING – ONE YEAR COURSE (No prerequisites)

INCREASING UNDERSTANDING OF SELF, FAMILY, AND FRIENDS

UNDERSTANDING THE FUNCTIONS OF THE FAMILY

RECOGNIZING AND UNDERSTANDING THE RESPONSIBILITIES OF ADULTHOOD, MARRIAGE, AND PARENTHOOD

AN INTRODUCTION TO
PERSONAL, FAMILY, AND COMMUNITY RELATIONS

Personal, Family, and Community Relations is an area of basic importance in the study of home economics. Helping students to understand themselves, to live happily as family members, and to develop an increasing sense of community responsibilities is a major objective of the home economics teaching.

Students need to develop well-defined and meaningful personal values and to mature in their acceptance of the adult roles of men and women in our society.

Any area of student interest and need within the area of relationships is acceptable for study. Successful teaching is best achieved in a permissive atmosphere where students' needs and interests are the main focus.

The expression of personal opinions on topics should be accepted and encouraged but if there is to be real learning from discussions in this area students must learn to base their opinions on the best known facts available, to continuously seek out authoritative materials, and to cultivate as objective an attitude as possible. Problems in some areas may better be handled in conference and on an individual basis.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - DEVELOPING AN UNDERSTANDING OF SELF

Grade Level 7th and 8th. Approximate Time - 2-3 Weeks

Generalization:

Heredity determines the potential of an individual; the growing person realizes his potential through the richness or poverty of opportunities which his environment affords. Understanding one's self helps a person to understand and accept others, and understanding others helps one better understand himself.

Behavioral Outcomes Expected:

- Understands and accepts self as a person.
- Understands the relationship of self-image to behavior.
- Understands emotional growth and has the ability to control and express emotions in positive ways.
- Recognizes the interrelatedness of independence and responsibility.
- Understands and accepts individual differences in physical growth.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Self-Identification Heredity Environment	Have students display pictures of fathers, mothers, grandparents, and themselves. Distinguish between inherited and acquired characteristics.	Books: 6, 21, 41, 51, 52
	View film, Heredity and Family Environment. (Relates to the roles of heredity and environment; that each person has a hand in developing his own nature.)	Films and Filmstrips: 14, 40
	Contrast the environmental influences of growing up in a large or small family.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Self-image	Have students bring pictures of themselves as babies. Note characteristics which identify. Discuss "What kind of a person am I?" "Why am I as I am?" Discuss how this self-image affects your behavior. Describe yourself as you hope your friends see you. Write a description as you see yourself. View filmstrip, Understanding Myself	
Self-Understanding and Acceptance	Discuss the meaning of personality and list desirable and undesirable traits. Give personality test - "My Reflections." Repeat at the end of the unit.	Books: 3, 6, 29, 41, 52
Emotional growth	Role-play situations of childish behavior in teenagers or show and discuss the film, Act Your Age. Use check list shown in the film. Discuss teen-age moods such as elation and depression; teen-age desire for independence but reluctance to accept responsibility. Consider the reasons for such behavior. Discuss the statement, "Independence and responsibilities are related."	Pamphlets and Bulletins: 11 Films and Filmstrips: 1
Physical growth	Present a chart of weights and heights of the boys and girls showing range in the class. Notice the differences and similarities. Compare the physical rate of growth at different ages and grade levels using grades six through twelve.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Encourage students to talk about changes, differences and similarities that bother them. (May use buzz groups or role playing.)	
Self-improvement	Analyze personal characteristics that are good, those that must be accepted and those that need to be improved.	Books: 3, 41
	View a film or use case studies that illustrate how individuals may behave differently due to differences in values, attitudes, beliefs.	Films and Filmstrips: 38
	View film, The Owl and Fred Jones. Discuss how to overcome a bad habit. Work in groups to give suggestions for self-improvement.	
	Do individual projects. Have each student do one self-improvement project.	

Some Main Ideas and Generalizations:

- The sense of self grows gradually and continually as the individual participates in an ever-widening environment.
- The individual's perception of himself determines how he will behave. The response he receives to his behavior in turn may change his perception of himself.
- Growing up emotionally and becoming a mature person means learning to control one's actions rather than giving way to feelings.
- Adolescents have a desire and need to become independent but may also need to rely on others while they learn this new behavior.
- Each individual differs from every other individual in his inherent potentialities and in his rate of development.
- Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.

- When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.

- Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - UNDERSTANDING AND GETTING ALONG WITH OTHERS

Grade Level 7th and 8th. Approximate Time - 2-3 Weeks

Generalization:

Socialization leading to the formation of attitudes, beliefs, values, and needs influences a person's perception and interpretation of other people and their behavior toward them.

Behavioral Outcomes Expected:

- Has an appreciation of the meaning of individual differences.
- Recognizes the reasons for having friends.
- Shows growth in qualities needed for acquiring and keeping friends.
- Is able to get along with people of different ages, backgrounds, and abilities.
- Is interested in improving social behavior.
- Has a wholesome attitude toward sex.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Relationships with Others Friends	Think of someone who gets along well with others. Analyze the qualities he or she possesses. Discuss: "Why we need friends," "Ways one may express friendship."	Books: 6, 21, 29, 41, 51, 3
	Write the impressions you had when first meeting a particular person. Discuss how these impressions changed when you got to know them.	
	Each student make a special attempt over a two weeks period to develop a new friendship by eating lunch with a different student or working together in various activities. At the end of the period of time, have a progress report and evaluate the experience.	Pamphlets and Bulletins: 40, 44

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Family	Analyze "trouble spots" in getting along with brothers and sisters. Work out skits to show possible solutions.	
	Role-play unhappy situations with parents and how the problem could be solved. Make a list for getting along better with parents.	
	Discuss responsibilities of the home in which each student should share. Plan division of work in the family so that each does his share.	
Others	Apply principles of getting along with family and friends to getting along with teachers, neighbors, grandparents, 4-H leaders, bus drivers, friends of brothers and sisters and others in the community and school.	
Social Development Etiquette	List things one needs to know concerning social etiquette which will enable one to feel comfortable in a social situation.	Books: 3, 8, 34, 41
	Prepare skits to dramatize most commonly used rules of etiquette: making introductions, telephone and other conversations, behavior on the street, at the movies, at school, etc.	Pamphlets and Bulletins: 41
	Dramatize how one might be a good conversationalist in situations such as: meeting the parents of a friend, meeting a new boy or girl in school, talking with a person who has come to see your mother or father.	Film: 37
	View film, The Gossip. Discuss the possible outcomes of gossip.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Self-confidence	Discuss the value of having self-confidence and how it is gained. Plan experiences (individually and as a group) that will help develop more self-confidence such as using a tape recorder to see how voices sound. Analyze posture and carriage, etc.	
Respect for property and rights of others	"Do unto others as you would have them do unto you." How does this apply to one's property and rights?	
Wholesome Attitude Toward Sex	View films, *The Story of Menstruation*; *Human Growth of Your Body During Adolescence*. Discuss.	Books: 34, 47 (Series B), 52
The maturation process	Invite a senior to talk with the class about their early adolescent years.	Pamphlets and Bulletins: 13, 42
Boy-girl relationships	Trace growth of love from babyhood to adulthood. (self-love, love of parents, crushes, romantic, mature) Discuss various outlets for sexual expression according to the readiness of the class	Films: 18, 35, 44

Some Main Ideas and Generalizations:

- Friendship contributes to one's completeness as a person.
- The ability to make friends may be increased by the development of desirable personality traits.
- Each individual family member affects and is affected by the family.
- The needs of parents and children are sometimes complementary and at other times conflicting.
- A person is helped to develop his potentialities when he has a significant place in a family or in a group substituting for the family.

- When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.

- Developing desirable attitudes toward sex is one of the best ways of insuring pleasant boy-girl relationships.

- Understanding the various types of love helps one to develop better interpersonal relations.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - INCREASING UNDERSTANDING OF SELF, FAMILY AND OTHERS

Home Economics I Comprehensive. **Approximate Time - 4-5 Weeks**

Generalization:

A person is helped to become a distinctive and yet cooperative personality when he has a significant place in a family, or in a group substituting for the family. An individual's values are learned from early and continued experiences in the family, with peer groups, through the church, in school, and in the community.

Behavioral Outcomes Expected:

- Has an increasing understanding of the meaning of self-development.
- Understands the meaning of the basic needs of the individual.
- Has clarified and established own goals and values.
- Understands the qualities which are essential for living effectively with members of the family and with others.
- Appreciates the value of group membership and participation.
- Shows a wholesome attitude toward sex.
- Has a sense of responsibility for own behavior.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Basic Needs of an Individual	View film, Meaning of Adolescence to introduce unit.	Books: 41, 51, 52
Physical	Use case studies to show how people act in order to meet their basic needs.	
Biological	View film, Endocrine Glands. Discuss.	Pamphlets: 39, 12, 45, 49
Emotional	Discuss emotional needs such as love, security, new experiences, sense of belonging, feeling for success and companionship.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Social	(See section on Interpersonal Relations.)	Films: 8, 25
Spiritual	Analyze ways in which people fulfill their spiritual needs.	
Personal Goals and Values Clarifying goals and values	Have students write a paragraph telling what they would like to accomplish in the next ten years and how .	Books: 41, 51
Establishing goals and values	Students make a list of their wishes. Rank these in order of importance and analyze how one's wishes and desires are related to one's values.	
	Have people of different ages list their wishes and desires in rank order. Make generalization on factors which influence a person's values at different stages of life.	
Interpersonal Relations	Make a class survey to discover organizations to which members belong.	
	List values of participating in group activities such as social groups, FHA, etc.	
Group membership	Compare the value of belonging to social groups to that of gangs, and cliques.	Books: 34, 41, 42, 51, 67
Privileges and obligations	Use check list "Are You Accepting Obligations with Your New Privileges?"	
	Make a class survey to discover attitudes toward group dating.	Pamphlets and Bulletins: 1, 57 (play)
	Have a play, The Ins and Outs. (It reveals the relationship of the "Ins" who belong to a group with an "Out" who tries to belong but	Films: 7, 15

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	is excluded.) Actors analyze their feelings as they portray their roles.	
	Discuss the student's self-obligation while in school such as scholarship and study habits, etc.	
Citizenship	Discuss the relationship of the quality of the student's citizenship now to that of his role as community member tomorrow.	
	View film, Who Are the People of America?	
	Have a socio-drama, "Prejudices in Everyday Living."	
Leadership	View film, Developing Leadership; consider the ways one may practice to develop leadership qualities.	
Dating	Discuss reasons for dating.	
Reasons for dating	Students identify places and activities for dates.	
Dating conduct	Role-play how to ask for, accept or refuse a date and how to have fun on a date.	
	Use question box on dating problems (this may be more effective if students seem shy about asking personal questions).	
	Role-play "Problems that Arise from Dating." Approach from the standpoint of conflict of parents.	
	View film, Boy-girl relations - How Much Affection?	
Note:	Teachers should be prepared to discuss matters of sex behaviors as the need arises in the class or in individual discussion.	

Some Main Ideas and Generalizations:

- The self is a composite of an individual's thoughts, ambitions, capacities, abilities, feelings and values.
- To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.
- Values are ideas or opinions of the desirable that give direction to behavior and meaning to life.
- An individual's values are learned from early and continued experience in the family, with peer groups, through the church, in the school, and in the community.
- The more accurately one perceives his value system, the greater the ease in choosing among alternatives.
- Dating helps to prepare individuals for future roles in our society.
- Parental trust of the adolescent's judgment and adolescent respect for parents' judgment could solve many family conflicts.
- It is important to think of sex more as an emotional, mental, and social part of living rather than as simply physical in nature.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - GROWING TOWARD MATURITY

Home Economics II Comprehensive. Approximate Time - 6 Weeks

Generalization:

As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles, and to develop feelings of worth and significance. Basic trust is an attitude toward one's self and the world, derived from experiences which have led to trust in others.

Behavioral Outcomes Expected:

- Understands characteristics of a maturing person.
- Demonstrates satisfactory relationships with the other sex.
- Has growing understanding and appreciation of family members.
- Has the ability to set standards and goals that contribute to the improvement of family membership.
- Understands the importance of a home environment that meets the physical and mental needs of family members.
- Recognizes the importance of planning for leisure and recreational activities.
- Recognizes the importance of planning for future careers.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Maturing as a Young Adult Meaning of maturity	Display pictures of different types of emotional responses. Discuss "How mature is this emotion?" (Examples: Happy, angry, etc.)	Books: 18, 22, 27, 42
	Take a self-test on maturity. Discuss "What is maturity?"	Films and Filmstrips: 23
	Present a skit or film showing a teen-ager faced with a difficult decision. Do not show the decision	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	itself. Divide the class into small groups and let each group make the decision for the hero or heroine of the skit.	
Developing maturity	Have a panel on "The responsibilities and privileges of growing up."	
	Identify teen-age behavior that gives evidence of growth toward maturity such as: respect for parents' judgment; planning with and not against parents, etc.	
	Read and analyze material on mature attitudes of dating, such as: -Developing acceptable standards of behavior. -Dating as a means of becoming acquainted with the opinions, attitudes and ideas of the other sex. -Dating as a means of understanding various personalities. -Dating may contribute to the making of a rational decision when choosing one's life partner. -Dating leads to mate selection.	
	List factors that should be considered before marriage. Use buzz session to discuss the factors listed.	
Maturing as a Family Member Establishing satisfactory relationships with:	Have a panel using parents, preferably not parents of students in class, to discuss problems of parent-teen-age relationships, such as: limitations set by parents (use of car, hour, etc.).	Books: 22, 26, 41, 42, 62, 63, 67
Siblings Parents Others	Role-play to resolve problems relevant to: -Misunderstandings between parents and children. -Conflicts between younger and older generation. -Respecting the rights and privileges of other family members.	Films and Filmstrips: 2, 13 Pamphlets and Bulletins: 26

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	-The family discussion as a means of making decisions.	
Meeting needs Love	Make a bulletin board - "What Every Family Needs" using pictures or illustrations to represent basic needs of family.	
Security Recognition Achievement	Use a flannel graph or chart to illustrate family life stages: beginning, child-rearing, launching, empty-nest, and aging.	
Self-respect New experiences	Students name families that fit into the various stages of the family life cycle. Discuss the different needs at each stage.	
Physical and mental health Recreation and leisure	Discuss home nursing procedures to follow in caring for illnesses at different stages. Supplement with demonstrations and laboratory.	
	Divide class into groups to plan diversions for convalescent patients at various age levels, such as: infant, children, adolescent, adult, and older adult.	
	Use films, references, pamphlets, and resource persons to develop understanding of what is involved in mental health.	
	Plan a panel to discuss the problems confronting today's families in meeting their recreational needs.	
	Divide class into groups to illustrate hobbies of various types: creative, collecting, educational, competitive, sports and games, spectator, social and group work. Each class member identify his interest(s) noting if largely in one area or not. Discuss ways of broadening one's interests.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Maturing as a Wage Earner	Make a bulletin board on "The World of Work."	Books: 34, 41, 49
Professional and occupational opportunities	Each student identify a career interest. Identify part-time jobs that would be helpful in preparation for this career. Identify learning that would be involved.	Pamphlets and Bulletins: 38
	Plan debates to stimulate student thinking on the value of planning and preparing for future careers. Examples: -Quick success is better than thorough training. -Marriage does not require an education. -The amount of money earned is the most important thing in considering a job. -Interests are more important than abilities in choosing a job.	
	Discuss occupational opportunities at different levels using homemaking knowledge and skills.	
Factors to be considered in selection Goals	Use resource persons, such as an employer, trade and industry instructor, distributive education instructor, to discuss what an employer looks for in an employee.	
Interests Abilities Education and training	List and discuss factors that should be considered in planning for a career - personal and family goals, interests, abilities, preparation needed.	

Some Main Ideas and Generalizations:

- Maturity is revealed in an individual's use of the resources available to him to develop his potentialities.
- The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action.

- Dating can help to develop an understanding of others' values, personalities, and family backgrounds.
- Dating includes responsibilities as well as privileges.
- Better communication between parents and teenagers will make for better understanding and greater agreement.
- When problems are faced and decisions are made cooperatively, greater satisfaction, mental health, and family harmony are achieved.
- Acquiring skills and understanding of home nursing techniques is important in meeting physical needs of family members.
- Increasing non-work time available to many persons in our society increases the need for planning of leisure and recreational activities.
- Greater satisfaction can be achieved in one's vocation through careful planning and critical analysis of previous work experience.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - UNDERSTANDING THE UNIVERSALITY OF FAMILIES

Advanced Home Economics Comprehensive.   Approximate Time - 3 Weeks

Generalization:

Families in different cultures and families within a culture have many similarities and differences such as: family structures, authority patterns, and ways of solving problems and of achieving family goals.

Behavioral Outcomes Expected:

- Understands the universal functions of the family.
- Recognizes that all families have similarities and differences.
- Recognizes that values may differ in different cultural patterns.
- Understands how cultural patterns are transmitted through different family structures and authority patterns.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Family as a Unit in Society	Discuss the meaning of the family.	Books: 7, 15, 16, 19, 20, 25, 32, 36, 38, 46, 50, 53, 81
Definition of family	Consider how people are identified as members of a family in different cultures.	
	Have some of the students trace their family tree.	
Universal functions of the family	Analyze why the family has endured and is a recognized unit in every society.	
Child bearing	Compare family functions within primitive culture and present culture.	Pamphlets and Bulletins: 14
Child rearing	View film, Four Families. Identify the similarities and differences	Films and Filmstrips: 10
Regulation of behavior		

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	of cultures represented.	
Economic support	Analyze values in relation to culture and project ways they can fulfill the functions of the family in a changing world.	
Family Structure Organizational patterns	Read and report from magazine (Post, Life, etc.) on ways in which family cultural patterns are changing in a changing world. Bulletin board to show changes in America.	
Authority patterns	Show how various patterns like monogomy and polygamy have fulfilled family functions in different cultures.	
	Analyze organizational and authority patterns in different cultures.	
Transmission of culture	Analyze values which would be lost to a culture if each generation started anew.	
	Identify some cultural patterns in the world society and discuss how these cultures have been preserved.	
The Family in a Democratic Society Family functions	Draw some generalizations concerning differences in family functions in our early history and present day; in a democratic society and in other societies.	Books: 42, 46
	Describe the different family structures in your neighborhood. (man and wife, one parent, man and wife with children, and others) What differences are there in how various family functions are performed?	Pamphlets and Bulletins: 19, 55, 56
Family structure	Role-play some methods of solving typical family problems in an autocratic as compared to a democratic family situation.	

Some Main Ideas and Generalizations:

- In all known societies there is a recognized unit that assumes the functions of childbearing, child rearing, regulation of behavior, and economic support.
- Cultural patterns are transmitted from one generation to another primarily through the family.
- There are more similarities in family patterns within one culture than there are in family patterns of different cultures.
- The family is the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent, characterized by common residence and economic cooperation.
- As authority patterns and family structures change, the concept of male and female roles change to achieve recognized goals.
- Responsibility for authority shifts within the family unit as the individual's role in the family changes.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - RECOGNIZING AND UNDERSTANDING THE RESPONSIBILITIES OF MARRIAGE AND PARENTHOOD

Advanced Home Economics Comprehensive. Approximate Time - 4 Weeks

Generalization:

The family is legally responsible for the care and rearing of its children, and for the welfare of its members.

Behavioral Outcomes Expected:

- Understands desirable personal qualities which contribute to a successful marriage.
- Has a realistic set of expectations concerning marriage with insight into some of the realities of married living.
- Recognizes the types of problems and decisions that may confront engaged couples.
- Understands the significance of marriage customs and laws.
- Has knowledge of some of the available resources for marriage and family counseling.
- Understands the multiple roles of individual family members.
- Understands the roles of mother and father in rearing a family.
- Understands the physical and psychological aspects of pregnancy.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Preparation for Marriage Dating	(Semester course refer to Grade 10 for more complete course on dating.) Discuss how dating helps youth relate to members of the opposite sex, share common interests, establish values, etc. View a film, How Much Affection (Problems of intimacy resulting from loss of most social contacts).	Books: 1, 4, 14, 16, 22, 35, 40, 41, 42, 59, 71, 81

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	If needed in local situation show film, Dance Little Children, which discusses some social aspects of venereal disease.	Pamphlets and Bulletins: 4, 10, 48, 50
Readiness for Marriage	Make a check list, "A Marriage Prediction Schedule" or "Courtship Analysis."	
	View film, It Takes All Kinds. Identify personality types and analyze the effect of personality on others.	Books: 12, 17, 18, 26, 27, 47, 81
	View film, Worth Waiting For through homecoming scene. Project possible alternatives to solving the problem. Finish film and discuss levels of maturity.	Pamphlets and Bulletins: 15, 27, 49 Films: 23, 26 43
	Establish criteria for evaluating maturity for marriage. Keep a check for a week and record evidence of mature and immature decisions of yourself and others.	
	View film, The Meaning of Engagement. Have students define responsibilities of each party in the engagement.	
	Contrast formal and informal engagement.	
	Establish some guide lines for behavior of both parties in case of a broken engagement.	
Marriage Laws and Customs	Take a field trip to county court house to investigate the legal requirements in Ohio for marriage, (blood test, license, waiting period, age, residence, blood ties).	Books: 34, 60, 61, 65, 75, 81
	Compare findings with requirements of neighboring states.	
	Attorney discuss protection of citizens	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	(property laws, inheritance law, will, common property, common law marriages).	
	Identify factors which may affect type of wedding (cost, religious beliefs, parents' social position in community); compare different types.	
	Invite a clergyman to explain the sacredness of the marriage vows.	
Successful Marriage Adjustments necessary in marriage	Use case studies as a basis of discussion of adjustments which may be faced in marriage: agreement, compromise, and postponement as different types of adjustment.	Books: 10, 43, 74, 81 Pamphlets and Bulletins: 16, 29, 32, 33, 45, 53
	View film, In Time of Trouble or Who's Right. Consider procedures that aid in making decisions.	Films: 20, 42, 43
	Discuss the importance of respecting or adjusting to each others' values and goals.	
	Analyze how adjustments will differ in different stages of the life cycle.	
	Identify special problems involved in remarriage, such as caring for step children, alimony, etc.	
Multiple roles	View film, Who's Boss. Generalize as to the meaning of role concept.	
	Contrast the responsibilities of family members living in various periods (colonial, civil war period, pre-World War I, pre-World War II).	
	Use case studies to show family variations in role in order to realize family goals.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Write a paper projecting yourself into the multiple role situation.	
Successful Parenthood Attitudes toward parenthood	Invite one or more carefully selected parents to talk to the class concerning responsibilities of parenthood, and how children have made a difference in their way of life.	Books: 7, 23, 31, 45, 68, 69, 81
	Discuss the reasons why people may or may not adopt children.	
	Evaluate the influence one's rearing may have on rearing his children.	
	Consider how the family may adapt roles and responsibilities to provide for the needs of the new child.	Pamphlets and Bulletins: 28, 29, 30, 36
	Investigate publications and community resources which help parents understand the role of parenthood.	Films: 30, 29
Responsibilities of parenthood	Have the class use magazine articles, newspaper clippings and references as a basis for identifying and discussing new responsibilities that come with parenthood.	
	Have a panel discussion on children's needs for emotional security, consolation, knowledge acceptance, and discipline for human development.	
	Have students list different roles assumed by parents in meeting the needs of their children. Use examples from observations to illustrate.	
	Contrast role of: husband versus father and wife versus mother.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Physical and psychological aspects of pregnancy	Study the changes which occur during pregnancy. Use films, *The Months Before Birth* or *Miracle of Birth* to help students recognize that pregnancy is a normal process.	
	Nurse to discuss the health factors involved during pregnancy (glandular changes, nutritional needs, body shape, weight, care of teeth, etc.). Give emphasis to the concept that a healthy mother gives a child a better start in life.	
	Discuss the emotional and social adjustments to be made by each mate during pregnancy.	
	Discuss need for education of father during wife's pregnancy.	

Some Main Ideas and Generalizations:

- A similarity of social, economic, and religious backgrounds of marriage partners tends to increase the chance of a lasting marriage.
- Happy marriage relations are brought about through a conscious effort on the part of both partners.
- The size, type, and cost of one's wedding should be in keeping with the bride's family income or financial status and social position in the community.
- A wedding performed by a member of the clergy usually tends to emphasize the sacredness of marriage more than other types.
- Marriage laws are designed to protect the physical and emotional well-being of the individual and his society.
- Marriage customs and laws vary in different states, different sections of the country, and different religious and family cultures.
- A will is the legal way to distribute property and personal belongings as desired, thus protecting the family members of extra cost and probable trouble or misunderstanding.

- Most communities provide resources (counselors, ministers, etc.) that provide impartial help during periods of family stress.
- The roles of mother and father often interchange in the rearing of children.
- There are many satisfactions as well as responsibilities in parenthood.
- The next generation is dependent upon the physical and mental capacities of those marrying.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILY AND COMMUNITY

Advanced Home Economics Comprehensive. Approximate Time - 1 Week

Generalization:

There is a constant interaction between the community and families. Families are more likely to have the kind of community they desire when they help to determine community objectives, policies, and the persons to implement them.

Behavioral Outcomes Expected:

- Realizes the interdependence of the individual to the family and the family to the community.
- Understands that a community is no longer restricted to a geographic area, but is world-wide depending on values and interest of the individual.
- Recognizes that man's natural inclination to band together for mutual support and satisfaction has resulted in families, churches, schools, civic and social organizations and communities.
- Recognizes that every community has strengths and weaknesses and that every citizen has a responsibility to contribute to civic improvements needed for strengthening the community.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Services of the Community to the Family	Use as an interest approach - record or words of song "No Man Is An Island." Discuss the impracticality of the remark, "I'm going to live my own life." To develop concept of a modern community, read and report on books such as: One World by Wendell Willkie and In Place of Folly by Norman Cousins.	Books: 5, 11, 13, 18, 20, 22, 28, 30, 32, 35, 37, 40, 41, 57, 60

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Survey the organizations in the community for the services they render.	
	Make a bulletin board showing the different agencies that provide services.	
Education	Plan a panel to discuss the limitations of the home to educate its young.	
Schools Libraries Churches Clubs Organizations	Identify ways in which the family can supplement formal education through experiences, travel, books, music, and newspapers.	
	List the kinds of learning experiences that other organizations may offer, such as: Scouts, 4-H, church groups, and fraternal organizations.	
Protection	Attend council meeting to realize the services rendered.	
Fire Police Councils, etc.	Discuss procedures which might be used by citizen's groups to evaluate the effectiveness of elected officials.	
Public Conveniences		
Mail Utilities Transportation	Investigate one area of protection of the community such as: traffic lights, police protection, fire protection, or one public convenience such as mail, water supply, etc.	
Recreation	Trace the shift of recreational functions from family-centered recreation to community and commercial recreation such as: movies, sports, etc.	
Parks-playgrounds Play activities Civic centers Commercial	Recognize the trend toward recreation in the home such as: TV, tape recorder, record player, backyard pools, home workshop, playroom, etc.	
	Make a bulletin board entitled "Time on Your Hands" - (different ways of using leisure).	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Health	Have a nurse discuss health protection at clinics in the community.	
Public Health Dept. Inspection laws	Explore agencies for Mental Health. Make a trip to a Mental Health Clinic.	
	Appoint committees to investigate water supply, food inspection, garbage, and sewage disposal.	
Welfare	Have a panel or a speaker to explain the following: laws which protect children, clarification of laws for youth, provisions for dependent children, provisions for the handicapped, and traffic laws.	
Responsibilities of Families to the Community	Have a discussion in which students explain personal satisfaction in community activities.	Books: 22, 60
	Through F.H.A. or Home Experience promote a service project or grow grass and flowers to beautify own surroundings.	Pamphlets and Bulletins: 19, 20, 22, 34
	Identify annoying infringements on the rights of others: such as, littering, trespassing, pets, etc.	
	Consider the cost in time, money and effort if the individual families were to provide their own services and show why each family should share responsibilities in his community.	

Some Main Ideas and Generalizations:

- The community is a unit in which individuals have common habits, practices, customs, ways of life and interests; they are mutually dependent for the services which provide satisfaction of their needs.
- In an increasing geographic and mobile society the individual's community is expanding.

- Man is a social being who requires social contact to fulfill his needs. There is a natural inclination for human beings to band together in church, schools, civic and social organizations and communities.
- Because of the family's dependence upon society, it has a responsibility to support the agencies which benefit it.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - UNDERSTANDING THE RELATIONSHIPS INVOLVED IN APPLYING FOR AND KEEPING A JOB

Advanced Home Economics Comprehensive. Approximate Time - 1 Week

Generalization:

When basic emotional and social needs are being met, an individual is freer to develop his potential and is better able to face, appreciate, and adjust to new experiences and new situations.

Behavioral Outcomes Expected:

- Understands that success on a job may depend upon the employee's knowledge and understanding of himself.
- Understands relationships between personal attributes and success on the job.
- Realizes that an employee fits into the organization by working cooperatively within the framework of the established standards, policies, and procedures.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Job Application	Make a bulletin board on sources employment.	Books: 22, 33 55, 71
	View film, Getting a Job (a list for job qualifications).	Films: 11, 16
	List your job qualifications. Each student make a personal file including: employment interests, educational assets, a list of references, Social Security number, birth certificate, working permit, health certificate, completed sample of application forms, letters of application.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Prepare each student for a personal interview at a local place of employment.	
Elements of Success on the Job	Discuss the need of good grooming, personal hygiene, and appropriate dress in relation to employment.	Books: 49, 57
	Examine a personality and aptitude profile from guidance counselor.	Pamphlets and Bulletins: 43, 51
	Identify the expectations of the employer by role-playing.	
	Prepare an individual analysis from profile check list and employer's expectations, to determine possible difficulties on a job.	
	Interview employers to find the actions taken in employee-employer relationships when management standards are not met.	
	Have a panel suggest solutions for possible frustrations related to employment which must be tolerated for continued success on the job. (Personality conflicts of employees, domineering supervisors, jealousy, split shifts, etc.)	
	Discuss how these things may help your employment potential, such as: learning the names of co-workers, trade language, understand employees, privileges, proper use and care of equipment, respecting rights of others, knowledge of firm, careful observation of safety rules.	

Some Main Ideas and Generalizations:

- An employee must go to an interview prepared to give factual and educational information.
- The employee should relate his personal qualities to the type of employment he is seeking.

- Appropriate dress, good grooming, and personal hygiene increase the probability of securing a job.

- Success on the job requires maturity, stability, interest, and an adjustable personality.

- Minimum qualifications must be met to be hired, but must be excelled to remain employed in a highly competitive world.

- Successful employment sometimes requires sublimations of personal feelings and desires.

- Growth on the job depends upon the extent to which one considers others, demonstrates leadership ability, and exercises mature judgment.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - UNDERSTANDING THE MULTIPLE ROLES OF THE MODERN ADULT

Grade Level 11 or 12 Non-Major Home Economics. Approximate Time - 6 Weeks

Generalization:

Youth can be helped to develop their full potential by broad and rich experiences with other people, among themselves and in community affairs.

Behavioral Outcomes Expected:

- Has developed a workable philosophy of life.
- Understands the multiple roles that are often required of an adult in our rapidly changing society.
- Is alert to the many types of employment possible and the requirements for success in those which are most common.
- Has a growing appreciation and understanding of the preparation necessary for marriage.
- Recognizes factors that contribute to success in marriage and family life.
- Knows what is required of one in the role of a good citizen.
- Knows what facilities are available to the individual and the family and the purposes for which they are intended.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Identification of One's Potential Establishment of personal goals and values	Make a bulletin board on The Modern Girl's Dilemma - (choices of girls in the past as compared with the multiple choice or roles of today).	Books: 18, 22, 49
Short term Long term	Have students search out stories of today's outstanding women such as Helen Keller, Marian Anderson and others to see what values are exemplified in their lives.	Pamphlets and Bulletins: 62

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Students list goals. Classify as short- and long-term goals. Use self-appraisal sheet to help students recognize potentials.	
Multiple Roles of the Adult Occupational	Have a panel including a civic leader, a volunteer worker, a career woman, a homemaker, and a homemaker with a career discussing their choice of roles.	Books: 22, 27, 41, 42, 49
	Make a bulletin board on "Doors to Success" - occupational and educational opportunities available to high school graduates.	Pamphlets and Bulletins: 16, 27, 51, 60
	Guidance counselor discuss possibilities of scholarship and financial aid for future educational opportunities.	Films and Filmstrips: 6, 17, 24
	Class divide into groups according to interest and do research on educational opportunities available. (Colleges, Universities, Business Schools, Technical Institutions)	
	Discuss common problems and adjustments that have to be made when assuming the role of college student or working person living away from home.	
	Each student make a detailed study of one occupation, including: -Type of job -Nature of work done -Job opportunities -Special aptitudes needed -Education and training needed -Steps to enter job -Opportunities for advancement and other rewards.	
	Have a class discussion on personality traits that help one to get and keep a job. The film, How to Keep a Job may be used to introduce topic.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Have students collect sample applications to be studied. Role-play situation of an employer interviewing an applicant. Local employer may be invited to stage an interview.	
	List some personal qualifications for career women such as: -The ability to get along with people -Sense of responsibility -Ability to organize work -Poise and self-control.	
Marriage and family life	Discuss: Advantages and disadvantages of work experience before marriage.	
	Make a bulletin board on "Do you rate as a date?" (Characteristics of a desirable date).	
	View film, Date Etiquette.	
	Read and analyze material on dating to include: -Developing acceptable moral standards in dating. -Dating as a means of becoming acquainted with the opinions, attitudes, and ideas of opposite sex. -Dating as a means of understanding various personalities. -Dating may contribute to making a rational decision when choosing one's mate.	
	Students take evaluation test on "What is Love?" or use film, such as, How Do You Know It's Love or students write a short essay on what they think love is.	
	Have a round-table discussion on questions such as:	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	-Why are so many engagements broken? In what ways is this undesirable or desirable? -How influential are heredity and environment in marriage success? -Is it necessary to have the engagement period before marriages? -What issues should be discussed during the engagement period? -What factors should be considered in marrying while in school, college, or service?	
	Invite judge, lawyer, minister or other resource persons to discuss marriage laws and their purpose.	
	Do research on the origin and development of marriage customs. Formulate conclusions on the importance of these customs to a happy marriage.	
	View film, *Marriage is a Partnership*. Consider early adjustments a young married couple must make for a successful marriage. Discuss how the problem-solving approach might be used to make these adjustments.	
Civic responsibilities	Use chart: "How would you rate your community," to stimulate class interest in community affairs.	
	Present skit entitled "Seven Kinds of Members" (Citizens). Associate skit with responsibilities of citizens in community.	
	Present special talks: Police officer on good citizenship; person on the local precinct level on voter responsibilities.	
	Do a class project. Decide upon a project in community that needs	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	improvement. Committees work on different aspects of the project. Each committee present an action report.	

Some Main Ideas and Generalizations:

- Clarifying one's philosophy of life helps focus one's goals.
- Continuous education for many persons is a means for gaining greater satisfaction in present and future living.
- Greater satisfaction can be achieved in one's vocation through thoughtful planning and preparation.
- Dating can help one develop an understanding of other persons' values, personalities, and family backgrounds.
- Dating includes responsibilities as well as privileges.
- Adjustments are more easily made by a couple when they recognize the need for adjustments during the courtship and engagement period.
- Personal and family living is enhanced when wise use is made of community facilities for recreational, cultural, and spiritual development.
- Developing responsible citizenship is important in improving community living.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - INCREASING UNDERSTANDING OF SELF, FAMILY, AND FRIENDS

Grade Level 11 and/or 12. Approximate Time - Year Course

Generalization:

Understanding one's self helps a person to understand and accept others; and understanding others helps one better understand himself.

Behavioral Outcomes Expected:

- Understands the meaning of self.
- Understands the relation of self-image and self-acceptance to behavior.
- Recognizes the influence which one's association with others has on self-development.
- Knows the meaning of values and goals and their significance in personal and family development.
- Realizes what traits and characteristics are essential for living effectively with members of the family and with others.
- Recognizes that families have similarities and differences.
- Understands how cultural patterns are transmitted.
- Understands the universal functions of the family.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Self-development	Make a bulletin board using pictures of people old and young, with different personality characteristics and different moods. Discuss terms used to identify these people and point out some of the differences and similarities in people.	Books: 22, 26, 38, 73
Self-Identification		
As a child		
As a teen-ager		
As an adult	Discuss and cite examples of the various stages of self-awareness and self-identification. Identification of sex through	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	recognizing difference in body, build, dress, hair style, and voice.	
	Identification of teen-agers with peer groups.	
	Identification of self with group or organization such as gangs, social groups, church groups, or organizations such as F.H.A.	Films: 33
Self-understanding and acceptance Heredity Environment	Use as an interest approach: the same bulletin board and have students comment on questions such as the following: "Would I like this person as a friend, a teacher, a counselor, etc. What is there about this person that interests me?	Pamphlets and Bulletins: 4, 58, 62
Basic needs Physical Emotional Social Intellectual	View film, Heredity and Family Life. Draw generalizations as to how heredity and environment affects one's self.	
Spiritual Recognition Security New experiences Love	Identify and analyze the basic needs of individuals and have students become aware of one or more needs they have experienced.	
	Invite a nurse to discuss physical and emotional development and the role the endocrine glands play in development.	
	Role-play situations illustrating social and emotional maturity and immaturity. At the end summarize what constitutes maturity.	
Self-improvement Methods of solving problems	Collect examples of teen-age problems from teen magazines and have the class use the problem-solving approach in analyzing and solving the situation.	
Identification and establishment of values and goals	Have students write a philosophy of life. Identify values and goals which have affected this philosophy. Follow with a discussion of factors which influence one's value system.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Interpersonal Relations Rights and privileges As a family member As a group member Understanding and accepting others Accepting the responsibility for own social behavior	Assign students to interview school or marriage counselor, welfare worker, or juvenile judge to determine their opinions as to the most common areas of conflict in families as they observe them in their work. Have these students summarize their interviews and have the class form generalizations from them.	Books: 24, 26, 64, 72, 79 Pamphlets and Bulletins: 5, 37, 58, 62
	View film, "Roots of Happiness. Class draw contrasts related to the generalizations drawn from the interviews.	
	Portray two family scenes in which grandparents, parents, and grandchildren participate. In the first scene show how lack of understanding of the needs of others results in bickering and unhappiness. In the second scene show how understanding of individual needs make for happiness in the home.	
Universality of Families Similarities and differences Goals and values Universal functions of the family	Introduce this section by showing the film, Four Families. Compare different customs of families from various ethnic and national groups. Consider in what ways they are similar and note differences in family function, family structure, authority patterns, problem-solving and means of achieving family goals and values.	Books: 7, 16
	Invite an international and an American student to the class to identify some of the patterns which have been handed down in their cultures.	
	Role-play situations as they might have occurred in your grandparents' day and today.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Evaluate the changes and discuss how these differences may lead to misunderstandings and conflict in families.	Pamphlets and Bulletins: 14
Note:	For more information, refer to Advanced Comprehensive Unit.	

Some Main Ideas and Generalizations:

- The sense of self grows gradually and continually as the individual participates in an ever-widening environment.
- Each individual is unique in his inherent potentialities and in the effect that his environment has had upon him.
- The individual's perception of himself determines how he will behave, and the response he receives to his behavior in turn may change his perception of himself.
- When basic needs are being met, an individual is freer to develop his potential and is better able to face, appreciate, and adjust to new experiences and new situations.
- Goals are those aspirations toward which one strives. They are governed by one's values.
- In the process of self-development, the individual builds up a set of values which are important criteria for his decision making.
- Adolescent peer groups have values, codes, and language which help them in group identification. These may be potential sources of difficulty between generations.
- A mature person copes with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically.
- There are similarities as well as differences among all societies and among all human beings.
- There are more similarities in family patterns within a culture than there are in family patterns of different cultures.
- The common values held by families, and the creative utilization of differences contribute to enrichment of living and strength in our society.

- Family values are the over-riding purposes and life-style of a family that give direction to its aspirations and goals.
- In all known societies there is a recognized unit that assumes the functions of childbearing, child rearing, regulation of behavior, and economic support.
- The family in America is the basic social institution composed of persons united by ties of marriage, adoption, blood, or by common consent, characterized by common residence and economic cooperation.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - UNDERSTANDING THE FUNCTIONS OF THE FAMILY

Grade Level 11 and/or 12. Approximate Time - Year Course

Generalization:

Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups.

Behavioral Outcomes Expected:

- Knows the functions the family in a democratic society is expected to perform and to serve.
- Knows the various organizational patterns of families in our society.
- Knows the authority patterns that are characteristic of family structure in our society.
- Realizes that there is a reciprocal responsibility among family members, family, and community.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Family Functions in a Democratic Society Emotional Social Biological Economic	View a filmstrip, Family Portrait. Identify functions of the family discussed and note how those functions have changed.	Books: 14, 25, 26, 35, 64, 67, 77, 81
	View family life on TV shows and draw generalizations concerning the understandings which promote happy home relationships. Family plays and family novels may also be used.	Films: 27
	Invite a resource person such as the banker, store manager or insurance agent to discuss how family expenditures or family security vary with the different stages of family life.	Pamphlets and Bulletins: 6, 7

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Set up a situation in which a family is anticipating the purchase of a car or boat that entails sacrifice or necessities for the family to finance.	
	Divide the class into two committees; (One committee all boys; one committee all girls) have each present the arguments for purchase and contrast the male viewpoint with the female viewpoint.	
Family Structure Organizational patterns	Set up hypothetical families to represent the various patterns of families. Have class committees discuss advantages and adjustments within each pattern.	Books: 26, 43
Man and wife Man, wife, and children One-parent family Two generations or more Others	Each member read to discover meaning of the democratic, autocratic, or laissez-faire authority patterns in the family. Students think of families they know who would fall into each category.	
Authority patterns		
Democratic Autocratic Laissez-faire		
Family - Community Interaction Responsibilities of the family to the community	Have each student formulate 10 Commandments for Good Citizenship. This is a good evaluation technique if it is used at the end of the unit.	Books: 22, 40, 49, 64, 81
Community agencies and services	Invite someone in public office to talk on local government and the teen-ager. Discuss "Persons eighteen years old should be eligible to vote."	Films: 3, 28, 41
Community concerns	Analyze the types of delinquency in your community. Illustrate by	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Delinquency and crime Health Improvements	a bulletin board of local news clippings. Consider ways in which families could help delinquency decrease.	
	Make a "survey" to determine the health, recreational and educational facilities and services available to families.	Pamphlets and Bulletins: 4, 20, 21, 25, 26, 34
	Have a doctor or public health nurse report to the class on one or more of the following: venereal disease, dope addiction, alcoholism, mental illness, or other topics of student and family interest or community concern.	

Some Main Ideas and Generalizations:

- Emphasis on specific family functions varies as families progress through different stages of the family life cycle.
- Family authority patterns in our culture vary greatly.
- Learning to participate democratically in reaching family decisions helps to prepare individuals for democratic participation in other social groups.
- There is constant interaction between the community and families.
- Families and the community share the responsibility for meeting the material and nonmaterial needs of children and youth.
- The role of the family as the primary source of citizenship education is strengthened by means of parental example in respect for the law and the rights of others.
- In our rapidly changing world, one needs to be aware of and participate in happenings on a national and international level.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT - RECOGNIZING AND UNDERSTANDING THE RESPONSIBILITIES OF ADULTHOOD, MARRIAGE, AND PARENTHOOD

Grade Level 11 and/or 12. Approximate Time - Year Course

Generalization:

The family or family substitute, provides a setting for personal development of its members, for learning to relate to people and to meet situations for progressing through stages of the family life cycle, and for gaining capacity to handle the variety of crises in life.

Behavioral Outcomes Expected:

- Has an understanding of potential job opportunities and sources of information concerning them.
- Has investigated job requirements in special area(s) of interest.
- Recognizes that homemaking is a career which can be rewarding and stimulating.
- Is familiar with factors which may affect marital success.
- Knows marriage laws and customs applicable in own community and state.
- Knows and understands significance of the stages within the family life cycle.
- Recognizes the importance of knowledge and understanding in regard to parenthood.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Planning Your Career Personal abilities and aptitudes	View film, Finding Your Life Work. List on the chalkboard: "What I should know about vocations"; "What I should know about myself." Discuss how students may get information on various items listed.	Books: 15, 34, 40, 42, 49, 54, 55, 67, 71
Types available	Use resources such as Dictionary of Occupational Titles, Occupational Outlook Handbook, etc., to increase students' awareness of jobs available.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	If these resources are not available, team teaching approach might be used involving guidance counselor or other resource person.	Films: 11, 16, 17, 36
	Students interview persons in the community who are engaged in jobs in which they are interested. Interviews could be recorded and played back to the class.	
Education or training	Set up debates on one or more of the following propositions: -Interests are more important than abilities in choosing a job -Parents are in the best position to tell students the kind of vocation they should select. -The single most important factor in making a vocational choice is the salary to be earned.	Pamphlets and Bulletins: 38, 43, 46, 47, 51
	Plan field trips to plants, hospitals, and other representative businesses in the area.	
Getting and holding a job	Role-play job interviews and discuss.	
	Write letters of job application.	
	Make committee reports on topics such as: Federal and State Labor Laws, Social Security, etc.	
	Have a debate: "Doing only enough to collect the pay check is all that is necessary."	
	Generalize how making friends and being a cooperative family member carries over into holding a job.	
Making a Wise Marital Choice	Trace how the courtship process leads to marriage and mature love.	Books: 14, 16, 17, 19, 22, 24, 26, 35, 39, 42, 44, 59, 67, 70,
Importance of studying marriage	Have a debate: "Broken engagements are better than broken marriages."	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Courtship	Students list the qualities they want in a marriage partner in three columns: -Essential qualities -Important qualities -Desirable qualities Collect answers and compile into two lists: -Qualities girls want in a husband. -Qualities boys want in a wife. Distribute to the class members and evaluate in relation to importance to mate selection.	72, 74, 77, 81
Engagement	Use "Marriage Readiness Rating Scale" and have students write a summary of the characteristics they need to develop for marriage readiness.	Films: 4, 12, 15, 19, 43
	View a film, Worth Waiting For. Students write or discuss their opinions as to whether the couple made the right or wrong decision and why.	
Marriage laws and customs	Have a panel discussion on "Why I need to understand marriage laws and customs." Film: "Early Marriage. Make some generalizations which apply to previous learning experiences.	Pamphlets and Bulletins: 4, 35, 55
Making a Successful Marriage Characteristics of a successful marriage	Have a panel composed of a parent, teacher, minister, student, judge, and/or marriage counselor to discuss characteristics that lead to a successful marriage.	Books: 14, 15, 16, 17, 19, 22, 24, 25, 26, 35, 39, 42, 44, 59, 64, 67, 70, 72, 74, 77, 81
	Define developmental tasks and identify the specific tasks that relate to each stage within the family life cycle.	
Major adjustments within the family life cycle	Write a letter to yourself to be opened at the birth of your first	Films: 24, 31, 32, 42

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	child, reminding yourself of all you want to do and be as a parent.	
	Have a debate: "The single most important thing you could give children is a set of happy parents."	Pamphlets and Bulletins: 4, 5, 18, 23, 24, 28, 29, 30, 32, 36, 56, 58, 59, 60, 61, 62
	View film, Who's Boss. Discuss the adjustments in relation to roles.	
	Write to state and national agencies whose central interest is in family life, for materials describing their programs, purposes, and offerings. Exhibit these materials in all classes, or have a "Family Life Fair."	
	Talk by representative of office for Aid to Dependent Children, about who administers the program, who applies, why some children need such support, and what is done for them.	
	Divide class into buzz groups to discuss, "It is not marriage that fails, but it is the people that fail."	
	Write a paper, "Teen-agers - The nucleus of the families of the future." Use as an evaluation.	

Some Main Ideas and Generalizations:

- In analyzing your potentialities for a career, you should consider intelligence requirements, educational requirements, personality requirements, work opportunities, and job satisfaction.

- A study of marriage is important in understanding the relationship one will enter as marriage takes place, and also in recognizing that realistic expectations are basic in preparation for marriage.

- Love grows as the partners share experiences in marriage. They don't fall in love; they achieve it.

- It is during the engagement period that a couple should get to know each other well, identify with each other, establish a system of communication and values, and make the final preparations for marriage.

- Growth in understanding self and others is a continuous need for marital success.

- Personality is a factor that influences the type of person one wants, the type one needs, and the type one is likely to get in marriage.

- Marriages with parental approval are more likely to succeed than those in which parental approval is lacking.

- Marriage laws have been passed to protect the individual and society.

- Specific marriage laws may differ from state to state.

- Premarital examinations sometimes reveal latent problems which, if corrected, may contribute to increased marital happiness.

- Marriage customs may vary in different family cultures, different sections of the country, and in different religions.

- Within the family life cycle, children, youth, and parents grow through predictable stages of development. There are developmental tasks for both individuals and families to achieve in each phase of the cycle.

- The stages of the family life cycle differ in form and function, and in length of time spent in each one before the next stage occurs. Each succeeding stage overlaps those that have gone before and those that come after.

- The process of child rearing involves caring for, supporting, and guiding children to maturity.

- The process of guidance involves helping children develop self-control and self-reliance within the framework of society's expectations.

- Child rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become.

- Children grow in many ways - physically, mentally, emotionally, and socially. Individual children differ in their rate and pattern of growth.

- In our society the roles of men and women in marriage have become increasingly complex.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

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3. Belong to the Group, State Department of Education, Division of Instructional Materials, 360 North Front Street, Columbus, Ohio. (15 minutes)

4. Choosing Your Marriage Partner, State Department of Education, Division of Instructional Materials, 360 North Front Street, Columbus, Ohio. (10 minutes)

5. Dance Little Children, Ohio State Public Health Service, Columbus, Ohio. (25 minutes)

6. Date Etiquette, Coronet Films, Coronet Building, 60 East South Water Street, Chicago, Illinois. (10 minutes)

7. Developing Leadership, Coronet Films, Coronet Building, 60 East South Water Street, Chicago, Illinois.

8. Endocrine Glands, McGraw-Hill Book Company Film Department, 330 West 42nd Street, New York 18, New York. (15 minutes)

9. Family Life Film Series, Teaching Film Custodians, 25 West 43rd Street, New York 19, New York.

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12. Have I Told You Lately That I Love You, University of Southern California, Audio-Visual Aids Library, Los Angeles 7, California. (16 minutes)

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23. It Takes All Kinds, McGraw-Hill Book Company Film Department, 330 West 42nd Street, New York 18, New York. (20 minutes)

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25. Meaning of Adolescence, McGraw-Hill Book Company Film Department, 330 West 42nd Street, New York 18, New York. (16 minutes)

26. Meaning of Engagement, Coronet Films, Coronet Building, 60 East South Water Street, Chicago, Illinois. (12 minutes)

27. Measure of a Man, Association Films, Inc., Broad and Elm, Ridgefield, New Jersey. (30 minutes)

28. Mental Health, State Department of Education, Division of Instructional Materials, 360 North Front Street, Columbus, Ohio.

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30. Months Before Birth, series of eight, University of Indiana, Audio-Visual Services, University Park, Bloomington, Indiana. (29 minutes each)

31. One Love, Conflicting Faiths, Methodist Church, Methodist Publishing House, Audio-Visual Department, 201 8th Avenue, Nashville 2, Tennessee. (27 minutes)

32. Our Changing Family Life, McGraw-Hill Book Company Film Department, 330 West 42nd Street, New York 18, New York. (22 minutes)

33. Portrait of a Man, Association Films, Inc., Broad and Elm, Ridgefield, New Jersey.

34. Preface to a Life, United States Public Health Service, Washington, D.C. (20 minutes)

35. Story of Menstruation, Ohio Department of Health, Columbus, Ohio. (10 minutes)

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CHILD DEVELOPMENT

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

ENJOYING AND CARING FOR CHILDREN

HOME ECONOMICS I COMPREHENSIVE

UNDERSTANDING AND CARING FOR CHILDREN

UNDERSTANDING SELF THROUGH UNDERSTANDING CHILDREN

HOME ECONOMICS II COMPREHENSIVE

UNDERSTANDING AND GUIDING A CHILD'S GROWTH FROM INFANCY THROUGH TWELVE YEARS

GAINING A FURTHER UNDERSTANDING OF SELF AND OTHERS THROUGH OBSERVATION OF CHILDREN

ANALYZING REQUIREMENTS FOR CHILD CARE EMPLOYMENT

ADVANCED HOME ECONOMICS COMPREHENSIVE

LOOKING TOWARD PARENTHOOD

RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILIES AND COMMUNITY AGENCIES DEALING WITH CHILDREN

GAINING CONFIDENCE IN GUIDING AND DIRECTING CHILDREN'S BEHAVIOR BY MEANS OF NURSERY SCHOOL EXPERIENCES

JUNIOR – SENIOR NON–MAJOR HOME ECONOMICS

LOOKING TOWARD PARENTHOOD

UNDERSTANDING DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

RECOGNIZING COMMUNITY RESOURCES BENEFITING PARENTS AND UNDERSTANDING AGENCIES TO WHICH INDIVIDUALS AND FAMILIES ARE RESPONSIBLE

SEMESTER COURSES TO DEVELOP ADVANCED SKILLS

UNDERSTANDING THE IMPORTANCE OF PRENATAL, POSTNATAL, AND INFANT CARE

UNDERSTANDING CHILDREN

GUIDING CHILDREN

RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILIES OF INDIVIDUALS AND COMMUNITY AGENCIES

APPLYING LEARNINGS GAINED ABOUT CHILDREN

AN INTRODUCTION TO CHILD DEVELOPMENT

Child Development is a study of children's needs based on direct observations and general information from controlled studies. This study of developmental principles and theories has implications for practical application at various stages of the family cycle. Home Economics tries to help families and individuals meet the challenge and responsibility for guiding children in their physical, social, emotional, and intellectual growth.

The study of child development is important in the home economics curriculum because:

1. Basic needs of children are universal.
2. Most girls will marry and rear families.
3. Many students in early adolescence have the responsibility of caring for their brothers and sisters as well as having part-time jobs caring for other children.
4. Employment of some mothers outside the home has established need for regulated child care services. Girls with training in this area are desirable employees of such centers.

The study of child development should lead to a better understanding of:

1. Self and others.
2. Basic needs of children.
3. Desirable attitudes toward children.
4. Responsibilities of parenthood.
5. Influences of heredity and environment on the individual.
6. Employment opportunities in child care (part-time or full-time).

CHILD DEVELOPMENT

UNIT - ENJOYING AND CARING FOR CHILDREN

Grade Level 7 and 8. Approximate Time - 4-6 Weeks

Generalization:

All children have basic needs but each individual child has his own abilities, interests, and reactions and accepts people and things beyond himself and his immediate surroundings at his own rate and in his own way.

Behavioral Outcomes Expected:

- Is able to meet some needs of children when caring for them.
- Observes with some understanding the behavior of young children
- Has more appreciation of children as individuals.
- Develops more understanding of how to make friends with children.
- Becomes more aware of the responsibilities of a baby-sitter.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Making Friends with Children	Have students recall and discuss characteristics of a teen-ager or some other person they liked very much when they were children.
	Compile a list of techniques to make acquaintance of children.
Stories	Prepare exhibit of story books for different age children.
	Invite librarian to bring information to class and give demonstration of story telling.
Games	Assign action song or game for small children to be taught to class.
Toys	Arrange exhibit of toys suitable for pre-school age children. Stress safety features and include house-hold objects children enjoy as well as home-made toys.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Helping with Care of Children	View film such as: Life with Baby 18 min. National Film Board of Canada. Terrible Twos and Trusting Threes 22 min. McGraw-Hill. Frustrating Fours and Fascinating Fives 22 min. McGraw-Hill. Show first without sound to observe basic needs of children. Verify observations by reading references . Repeat film with sound and compare narrator's comments with observations.
Basic physical needs	Invite a mother to demonstrate correct techniques of holding a baby, of holding a bottle, burping and diapering baby, testing heated food, etc., with main emphasis on safety. Apply correct techniques at home, at the home of a neighbor who has a small child, or when baby-sitting.
Behavior of young children	Study magazine pictures of a child illustrating show of emotions (one at a time). Discuss possible reasons for the show of emotion. After discussion mount pictures on bulletin board. Write one word answer to the following. What would you do if: A. Some one snatched an interesting book you were reading. B. Someone told you to "shut-up". C. Someone scolded you when you upset your glass of milk. D. Someone said you were telling a lie. Discuss answers and apply to behavior of preschool children. Include imagination of children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Observe and make written report for class of an adult-child interaction. What did they say? What did they do? What do you think this means? Use some of the reported situations as basis for class discussion or role-playing. Suggest alternative methods of handling situations. Consider implications of children's expressions such as: "Let me do it" "Me too" "Why?"
Children as individuals	Through reading references find reasons why: Two year old Nancy squeals with delight when Dorothy the 14 year-old baby sitter comes, while Patty who is also 2 years old, cries until she sobs when Dorothy comes. Three year old Timmie kicks and hangs on to his bike until David lets go, while 3 year old Mike cries and runs to tell his mama on David. Five year old Bill crayons well, while 5 year old Dick scribbles over the entire page.
Safety of children	Have students list some safety hazards for small children. Look around their own homes to see how many safety hazards they find and make plans to eliminate these hazards. Discuss accidents which happen to children and what to do in case of such accidents.
Illness	Have the school nurse discuss signs of illness in children and what to do if no adult is present.
Helping Children Through Play	Observe children at play. Participate in a game with a young child. Why does the young child say "Let's do it again" when you are tired of the game?

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Make toys for children. (Example: plastic bottles or boxes decorated with scraps of paper, fabric, string, yarn, etc.)
	Discuss effect of very loud noises on children, also wierd T.V. shows and movies.
	Listen to recordings and songs adapted to preschool age children.
	List characteristics of a desirable play area.
	Observe how children learn through play. Suggest games that teach children: How to play with others. How to follow instructions. How to take turns. How to remember names, etc.
Understanding the Obligations of the Babysitter, the Child, and the Parents to Each Other	Use role-play situations and techniques for getting preschooler to bed for rest or sleep.
	Discuss handling of emergencies such as: minor injuries, window peepers, fuses blowing, sudden illnesses, telephone pranksters, etc.
	Invite mother who employs sitters to discuss with class: pay, transportation, hours of employment, parents' responsibilities, sitters' responsibilities, privileges and restrictions.
	Class prepare code for sitters and parents, also sitter's information sheet.

Some Main Ideas and Generalizations:

- A person is more successful in making friends with children if genuine interest is shown in them.
- A child learns many things through his play activities.
- A variety of play materials is enjoyed by children and helps to guide behavior.

- Costly toys are not necessary to entertain children.
- Consistency in a child's routine provides a feeling of security.
- Most accidents can be prevented by following safety rules.
- Babysitters, parents, and the child have responsibilities to each other which should be defined for better understanding.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING AND CARING FOR CHILDREN

Home Economics I Comprehensive. Approximate Time - 4 Weeks

Generalization:

Children exhibit certain general characteristics at different ages so the growth pattern can usually be anticipated.

Behavioral Outcomes Expected:

- Recognizes growth, behavior, and development patterns of childhood.
- Develops an increased awareness of factors which affect children's behavior and attitudes.
- Develops the ability to provide for the safe care of children.
- Develops some ability in guiding children in skills necessary for social acceptance.
- Develops increased ability to guide and direct children's activities.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Importance of Childrens' Basic Needs	Review children's basic physical needs and accepted ways of meeting those needs.
Physical	Discuss how one can tell when a baby is hungry, a preschool age child, a school child. Relate hunger to behavior during discussion.
Hunger	Discuss the fact that two-thirds of the world go to bed hungry. What effect does this have on people's attitudes ?
	List most accepted foods for children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Discuss the importance of regular meal time and wholesome snacks for children.
	List some foods teen-agers might enjoy that would be poor food for small children such as: potato chips, cokes, pickles, pie, etc. Why?
Thirst	Discuss the importance of giving a baby or small child water to drink, relate how the student feels when she is thirsty.
Activity	Observe children at play. Discuss their basic needs for activity as well as rest.
Rest	Suggest ways to get small children to rest without crying.
Emotions	Recall some childhood situation in which you experienced feelings of success or failure; humiliation or security; distress or joy. Analyze the parts adults played in giving this feeling. Later have student project herself into role of the adult in the situation.
Love	Suggest some ways a baby sitter or an older sister in the home can show love to a child.
	Contrast with ways that show disrespect to the feelings of a child.
Affection	Suggest ways to show affection to a child. Why does he need this show of affection?
Security	Discuss situations which may make a child feel insecure, also the effect that insecurity may have on the child's actions. Discuss signs of emotional maturing.
Awareness of Developmental Stages and Individual Differences	Prepare bulletin board using pictures or cartoons to illustrate different stages of development of children; verify with reading references.
Physical	Give objective test matching descriptions of characteristics with stages of which they are typical.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Emotional Social Intellectual	Discuss possible causes for variation such as influence of heredity as well as possible effects of childhood deprivation. Show film such as: From Sociable Six to Noisy Nine McGraw-Hill Roots of Happiness International Film Bureau Social Development McGraw - Hill Human Growth U. of Oregon (Wexler) Show without sound, discuss, list important observations. Show again and compare class comments with those of narrator.
	Relate behavior shown in film to developmental stages already discussed and to factors affecting the child. Relate to experiences students have had with children in their own homes or while baby sitting.
	Discuss the value of TV in lives of children. Bring to class an evaluation of a TV show in light of a child's reaction.
	Seek help of the librarian in compiling a list of books, songs, games, and stories suited to children from 6 to 12 years of age, keeping in mind stages of development.
	Plan with group additional ways to use new understandings and attitudes when actually working with children. Apply learnings about stages of development to child's reaction to various methods of limiting behavior.
	With help of class develop definitions of: A. Good manners B. Discipline
Guiding Children's Behavior	Discuss behavior of children in situations such as: at grocery, on the school bus, at church, etc.
Social acceptance	Determine ways teen-agers can help children develop successful relationships -- stress good examples.
	Present principles of good discipline: positive direction consistency fairness timing (immediate response) reason
	Discuss and exhibit materials found in the home that children can use in creative activities.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Play materials and activities	Analyze situation where 6 year old Tommy displayed with much pride a very crude boat he had constructed. Since he spent much time playing with it, his mother bought him a boat. In order to increase his knowledge of boats, she pointed out the lacks and defects of the boat he had made as compared with the purchased boat. He showed no interest in boats thereafter. Discuss ways children learn - base on reading references. Use examples of learning by imitation, repetition, and experimentation. Role play situations which show imitation of teen-ager by small child. Discuss implications.
Safety	Correlate need for safety of child with his experimentation -- especially in connection with matches and fire. Discuss safety hazards: open windowns, unprotected stairway, sharp points and edges, small objects that can be swallowed, plastic bags, electrical outlets, etc. Discuss need for continuous supervision of children at home, in car, at play, etc.

Some Main Ideas and Generalizations:

- Children exhibit certain characteristics at different ages.
- The growth pattern can usually be anticipated.
- Each child grows and develops at his own rate of speed.
- Children feel more secure with consistent discipline.
- Play equipment and activities should be suited to the stage of development of the child.
- Understanding children is the basis for good child care.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING SELF THROUGH UNDERSTANDING CHILDREN

Home Economics I Comprehensive. Approximate Time - 2 Weeks

Generalization:

More self-understanding results when there is recognition of similarities and differences in the development of children and when there is recognition of the influences that the environment provided for the child has upon his total development.

Behavioral Outcomes Expected:

- Increases understanding of self and others through better understanding of children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Understanding Children Better	Discuss reasons why some children are shy, others bold, some cry easily, others fight, some are talkative, others quiet. Recall a situation from childhood and discuss reasons some things are remembered. Lead into the discussion the effects that childhood experiences have on one's self-concept.
Understanding Self Better	Assign confidential paper on "Some hereditary or environmental factors which may have influenced my physical, social, or emotional development " Note personal progress made over series of experiences while baby-sitting or having other contacts with children. Report to class. Have students list ways they are like the children with whom they sit or have other contacts, then list ways they are different.

Describe a child having a temper tantrum. Discuss slamming doors, stamping feet, etc. in anger.

Have students list some decisions which they now make. Which of these couldn't you do at age 10? age 5? Why?

Give examples of a poor decision made at some time, of a good decision you have made.

With help of class develop definition of emotional maturity. Have students give examples of immaturity in others and in self.

Compile list of decisions baby-sitters are often forced to make, then compile list of conclusions that should enable student to decide wisely.

Discuss the need of planning for an evening of baby-sitting.

Make plans for caring for a five year old child for an evening. Compare with the situation when there are no plans.

Some Main Ideas and Generalizations:

- An understanding of the needs of individuals at various age levels helps one to understand his own needs.
- A better understanding of children results from an awareness of factors which affect children's behavior.
- A good baby-sitter plans for the time she will spend with a child.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING AND GUIDING A CHILD'S GROWTH FROM INFANCY THROUGH TWELVE YEARS

Home Economics II Comprehensive. Approximate Time - 4 Weeks

Generalization:

Love and acceptance, care and guidance within the family are basic to the development of a happy, well-adjusted child who in turn brings joy to the family in very special ways.

Behavioral Outcomes Expected:

- Gains increased understanding of the family's responsibility to the child.
- Gains increased understanding of the child's role in the family.
- Develops the ability to plan and manage a child's daily routine.
- Improves in ability to guide children's behavior.
- Becomes more aware of situations and atmosphere which promote and safeguard good physical and mental health.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
The Child As A Family Member	Recall some family situation which made you very happy when you were a child. Attempt to analyze why you felt happy at that time. List family activities which children enjoy. Discuss characteristics of family roles which family and society expect, consider changes as family life cycle progresses and individuals mature. Divide class into four groups, plan and present minute dramas depicting role of the youngest child, the middle child, the oldest child, and the only child.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Use presentations as basis of discussion of "rights" of a child, also duties vs. privileges of family membership. Analyze statement "When relationships in the family are sound and satisfying, members can sustain one another through minor or major crises." Give examples to prove truth of statement. Use panel discussion on importance of family doing things together, suggest benefits to preschool age child, to school-age child, and to the adolescent child. Compare and contrast role of the adolescent child with role of preschool age child in family. Give examples of special joys each contributes to family living.
Developmental Stages Of Children	In buzz groups list ways teen-age girl can help younger brothers and sisters in their physical development mental development social development emotional development Have student work with mother to develop area in the home for younger brother or sister's "personal corner." As an older sister how would you react to: One year old Alice's crying after you put her to bed for the night. Two year old Timmy's spilling a glass of milk by accident. Three year old Helen's temper tantrum. Four year old Johnny's cut finger. Five year old Doris' impossible story. Six year old Robbie's torn shirt. Seven year old Mike's fighting with the seven year old boy next door. Eight year old David's collection of rocks and bugs which he keeps in his room.
Individual Differences in Children	Review developmental stages and individual differences in children. Discuss factors that make individual differences in children.

Plan a party for preschool age children or kindergarten children. Observe social behavior of age group in general and individual differences.

Develop and present to children a puppet show on some form of social behavior involving poor and good manners. Report reactions of children.

Devise plan to help younger brother or sister improve manners. Report progress or failure to class. Analyze by group discussion.

Develop as a class a "What Would You Do" situation that requires decision out of five possible alternatives. Have students give test to school children of same age. Compile answers and compare. Analyze possible reasons for decisions.

Discuss influence of experiences such as travel, reading, association with various kinds of people, etc., on decisions. Stress values and/or dangers involved.

Discuss ways in which values are acquired. Analyze influences and situations which change values.

Show the need and importance of spiritual, moral, and citizenship values in the development of an individual.

Planning and Managing a Child's Daily Routine

Compare the nutritional needs and food requirements of an infant with those of a school-age child and with those of an adolescent.

Discuss a doctor's recommendations as to breast feeding, bottle feeding, and supplementary foods for infants; use assigned reference reading as basis for discussion.

Establish feeding schedule for 6 weeks old baby. Discuss factors which need consideration such as:

- signs of hunger
- regularity of feeding time
- nervous tensions in mother
- others

Food

Discuss "Should a baby be fed according to a schedule?" also "The role of a doctor in the life of an infant." Include importance of immunization and possible services community may provide, free or otherwise.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Bathing	Invite the mother of an infant to demonstrate bathing and dressing a baby.
Clothing	Visit children's clothing department in a store. Have saleslady explain features to look for in buying, such as: self-helps, safety features, etc. If a field trip is not possible, borrow illustrative materials from store or from friends.
Habits	Invite nurse or welfare worker to discuss the importance of cleanliness, toilet training methods, rest, and play in the life of a young child.
	Assume the responsibility of care of an infant or young child in his own home for one day with the mother present. Report to class special learnings and questions.
	Develop child observation sheet. Observe and participate in a local nursery school, kindergarten, or primary grade room.
	Assume care of children in own home or for others to get added experience.
	Discuss causes of behavior.
	Assign reference reading to see if observations and assumptions are sound.
	Discuss how the observer would react in a similar situation. Show how reactions may be the outgrowth of earlier experiences or fear of a new experience.
	Assist on playground. Summarize observations in writing.
	Volunteer to help in church nursery to put learnings into use.

Some Main Ideas and Generalizations:

- The child forms his basic cultural background from his family relationships and experiences.
- The child as a family member has rights, privileges, and responsibilities.

- The quality of family relationships in the home is a most important influence on a child's development.
- Certain kinds of behavior in general may be expected at each developmental level.
- Knowledge of growth and development patterns of children leads to better understanding of their needs.
- The development of good habits enables a child to become increasingly independent.
- A routine is one way to help a child develop some self-discipline.
- There are numerous causes of behavior, not just a cause.
- Each child is an individual so his behavior needs to be guided accordingly.
- All children develop better if they are given love, security, understanding, and positive direction.

CHILD DEVELOPMENT

UNIT - GAINING FURTHER UNDERSTANDING OF SELF AND OTHERS THROUGH OBSERVATION OF CHILDREN

Home Economics II Comprehensive. Approximate Time - 1 Week

Generalization:

The reactions and behavior of adolescents and adults can be very similar to that of children under the same situations; however, as a person matures he learns to control his emotions and behavior.

Behavioral Outcomes Expected:

- Develops more understanding of self and others.
- Is better able to control display of emotions.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Understanding Self through Understanding Children	Suggest ways children exhibit fear, anger, loneliness, and jealousy. Have students compare with ways adolescent exhibits same emotions. Follow by student suggestions as to how to control such emotions in children and in adolescents. Discuss ways children try to get attention. Have students compare with ways teen-agers attempt to get recognition. Write a paragraph on "Why I Act As I Do." Invite a doctor, nurse, or social worker to speak to class on the relationship of emotions to mental and physical health. Discuss "It's human to get frightened." List some fears of the preschool age child, the school-age child, and the adolescent.

Contrast the behavior of an immature high school sophomore with a more mature high school sophomore in such situations as when:

- she meets a teacher away from the school building.
- her mother comes to the school.
- her father and mother take away a privilege as punishment.
- a new girl comes to class.
- she cannot have a new dress for the class party.
- a fellow-student makes a mistake in class.
- she is babysitting during a severe thunder storm.
- her boy friend dates another girl.
- she visits friends of her parents.
- she has to forego her planned vacation to accompany her parents on theirs.
- others

Some Main Ideas and Generalizations:

- The ability to control one's own behavior increases with age and with additional experiences.
- Understanding children helps a person understand one's self.
- As we understand and accept ourselves, we are better able to accept and understand other people.

CHILD DEVELOPMENT

UNIT - ANALYZING REQUIREMENTS FOR CHILD CARE EMPLOYMENT

Home Economics II Comprehensive. Approximate Time - 1 Week

Generalization:

Child Care is a growing field for employment and people who plan to devote their time and energy to this work need to receive proper training.

Behavioral Outcomes Expected:

- Increases in knowledge of the requirements and opportunities for child care employment.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Opportunities and Requirements of Child Care Employment	Utilize school and community sources of pertinent information about occupational opportunities related to child development in local community and in other communities. Discuss occupations in relation to: level of training high school courses only high school diploma two years beyond high school four or more years beyond high school places of employment schools hospitals retail stores recreational centers homes: private, institutional personal qualifications of employee health and habits emotional behavior appearance communication skills

interest in further training
desire for money or prestige
personality traits
competence in manipulative, mental, and social skills

benefits and opportunities

Child Care Employees

Discuss certain desirable characteristics of an employee such as:

- dependability
- honesty
- empathy for children
- understanding of children's needs and behavior
- responsibility in regard to safety of child
- ability to adjust to situations
- ability to meet emergencies and foresee dangers

Develop with students an aptitude test for child care employment. Have students take test and score selves.

Some Main Ideas and Generalizations:

- Occupations related to child development require various levels of training.
- Analysis of personal aptitudes helps a person determine a suitable occupation.

CHILD DEVELOPMENT

UNIT - LOOKING TOWARD PARENTHOOD

Advanced Home Economics III and IV.Comprehensive. Approximate Time - 3-4 Weeks

Generalization:

Every child has the right to be wanted and to be assured adequate provision for care and love from the pre-natal period through adolescence.

Behavioral Outcomes Expected:

- Increases in recognition and knowledge of the responsibilities of both parents in establishing and maintaining the physical and mental health of the child.
- Recognizes the influence of heredity as well as environment on a child.
- Gains increased understanding of prenatal, postnatal, and infant care.
- Gains increased knowledge of and skill in applying techniques of positive guidance of the child from infancy through adolescence.
- Recognizes symptoms of illness and learns techniques and skills used in caring for a sick child.
- Develops an understanding of the handicapped child and his problems.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Prenatal, Postnatal and Infant Care	Discuss with class factors which should be considered in making decisions regarding addition of children to a home:
Preparation for children	Physical and mental health of parents. Emotional maturity of both parents. Basic values and attitudes of both toward children. Housing of family. Family income - economic adjustments. Relationships of family members.

Assemble reliable information concerning the cost of a baby.

Revise budget to include a baby for a young couple who have both been working.

Analyze the following statements:
"The happiest moment of my life was when I first saw my newborn son."
"There is no joy like that of being a mother."
"The satisfactions of parenthood are universal."

Prenatal Care

Have a doctor or nurse explain the "Miracle of Conception."

Discuss nutritional needs during pregnancy as related to weight control, base on authenic reading references.

Discuss working away from home during pregnancy.

Prepare oral reports on dental care; exercise and recreation; health habits; illnesses and diseases; use of drugs, alcohol, and cigarettes; rest and relaxation for the expectant mother.

Discuss importance of desirable attitudes of mother-to-be and other family members toward pregnancy.

Make a survey of community services that are available such as:
- Prenatal classes
- Clinics
- Visiting Nurses Association, etc.

Check insurance policies that do or do not cover pregnancies.

Discuss importance of periodical visits to the doctor.

Plan a minimum layette. Check on cost and on quality. Bring to class illustrative materials.

View films: Childbirth - A Family Experience and Childbirth: Normal Delivery, Medical Arts Production.

Discuss

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Discuss care of the mother (rest, diet, exercise, physical and emotional reactions, etc.)
Postnatal care	Display and discuss infant-care equipment.
	View film Bathing the Baby. Discuss film. Demonstrate basic procedures in infant care, i e. handling feeding, etc.
	Plan a daily schedule for infant allowing a certain amount of flexibility.
	Identify the common illnesses and accidents of infants. Discuss causes and prevention as well as how to meet these emergencies.
Infant care	Have nurse or other informed person discuss breast feeding vs. bottle feeding, also supplementary feeding and other ways of assuring health and safety of infant, such as: providing for sleep and rest. promoting proper elimination providing fresh air, sunshine, and exercise bathing infant regularly. providing safe, comfortable clothing. using sanitary procedures in handling food, equipment, etc. providing for periodic check-ups and immunization against disease. being alert to accident hazards.
Infant development	Review charts and studies related to the physical development of the child.
	Assign reports of the part love and affection, rest and play have in the growth and development of an infant.
	Discuss role of the new father.
	Discuss attitudes of other family members, relatives, and friends toward an infant.
	Have small groups analyze the following situations and give implications and recommendations: "My three year old brother hates our new baby, my mother has to watch him or he will hurt the baby."

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	"I was a happy only child for ten years, then my pesky brother was born."
	"My brother and I are both in high school, what will my friends say when they hear that my mother is expecting a baby?"
	"I hate to go to my girl friend's house, they have a mess of kids."
Influence of Heredity and Environment	Discuss how the routine of a home has to be changed to include a child.
	Invite the biology teacher or other informed person to explain principles of heredity.
	List some hereditary influences and some environmental influences on the child.
	Read and study references about the effect of environment on a child with special emphasis on the influence of home and family relationships.
	Use a yardstick to represent the life cycle. Have students locate their progress. Emphasize the length of life and the necessity for planning for use of the time ahead.
	Have students summarize contributions family has made to life of student thus far.
	Have social worker or judge present need for consistency and permanency of home influences on development of the child. Include effect of parental neglect on society as well as on the child. (Include parental abuse of child, bring in newspaper clippings for class discussion).
Parental Responsibilities	Discuss time, energy and money required for rearing children, include: cost of education, sharing family duties, father's role and responsibility, mother's need for some recreation.
Management	Analyze time and energy used in feeding the child, clothing the child.
Health	Make study of ways to save time and energy in doing both.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Physical	Discuss role of parents in keeping children healthy and safe, also need for child's cooperation.
	Analyze changes in family routine and budget that may be necessary when a child is ill. Summarize the usual symptoms of illness in children. Have nurse demonstrate skills and techniques to use in home care of a sick child and in caring for injuries.
	Summarize ways to keep a sick child happy. Prepare file of activities and ideas. Practice techniques for increasing patient's comfort,etc.
	Study the nutritional needs of a convalescing child. Plan menus and ideas for serving to tempt child's appetite.
	Report on community resources that give aid in times of emergencies or prolonged illness.
Emotional	Study and discuss interrelationships of physical, emotional, and mental health. Show related films.
	Read and discuss The Children's Charter set up by the White House Conference on children.
	Have each student write her definition of "good discipline."
	List kinds of punishment members of class have seen used. Give reaction of child to the punishment.
	Decide on some general principles to consider in punishing children, never losing sight of the objective. Read what authorities say.
	Suggest ways to help small children learn to make decisions.
	Write short essay on: "Why is the love a child receives as important as the physical care he receives?"
Mental	List ways to help a child feel secure; stress importance of touch, holding, comforting, etc.
	Discuss how freely given love and understanding help a child develop a sense of personal worth.

Summarize effective practices in child guidance which include:

- realistic standards of performance at different ages and stages.
- opportunity for child to learn through mistakes.
- opportunities for successes.
- gradual adjustment to change.
- unqualified love for the child.
- variation in acceptable behavior among different cultures.

Have students evaluate their own definition of "good discipline" written earlier.

Assign references on variations from normal development which may be:

Physical irregularities such as lack of muscle control, speech and sensory defects, or congenital malformation.

Mental variations either retardation or giftedness.

Emotional maladjustments either psychosis or psychoneuroses.

Discuss effect of such variations on the child, his family, and his associates.

Develop guides in dealing with children with atypical growth and development patterns, include: treatment of child in normal way except in areas of limitation, help child set realistic goals and develop his potential, arrange for remedial or special treatment.

Develop a check-sheet of standards for parents. Have student (as a potential parent) take the test, evaluate self, and formulate plan for improvement.

Some Main Ideas and Generalizations:

- Healthy mothers have a better chance of having healthy children than a mother with an illness.
- Heredity and environment affect a child's development.
- Parenthood is a partnership.

- Parents are responsible for providing conditions conducive to their children's development into well-adjusted members of society.
- Love, understanding, and positive direction enable a child to develop a sense of personal worth.
- Careful use of time, energy, and money is essential when rearing children.
- Special skills and attitudes are needed for care of the sick.
- A child who is atypical in his development needs the same love and understanding that a child of normal development receives.

CHILD DEVELOPMENT

UNIT - RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILIES AND COMMUNITY AGENCIES DEALING WITH CHILDREN

Advanced Home Economics Comprehensive. **Approximate Time - 1 Week**

Generalization:

The community contributes to the development of the child by providing a safe and healthful environment, recreational facilities, and institutions to meet special needs.

Behavioral Outcomes Expected:

- Has some knowledge of resources outside the home that are available in assisting the family in the care and protection of children.
- Recognizes the individual's responsibility in supporting and assisting community projects and agencies.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Health and Protection Services of the Community	Summarize various community agencies and their functions which protect the health and safety of children, such as: Board of Health Police Department Welfare Department Others
Recreational Facilities	List facilities for children's recreation that the community provides. Discuss means of support and the individuals' responsibility for the care of such facilities.
Institutions That Meet Special Needs	Survey the community and report on institutions that meet a child's special needs such as: Schools Churches Hospitals

Children's Homes
Day Care Centers
Schools for Retarded Children
Others

Discuss values of these services of the community to families and individuals.

Determine ways by which students may aid community volunteer work.

Discuss the community facilities provided for the handicapped child and the role of family members in the life of such child.

Determine ways class members can contribute to the happiness of handicapped children.

Some Main Ideas and Generalizations:

- Community organizations render valuable services to the welfare of children.
- Individuals have a responsibility to support and assist the community projects designed for the welfare of the community's children.

CHILD DEVELOPMENT

UNIT - GAINING CONFIDENCE IN GUIDING AND DIRECTING CHILDREN'S BEHAVIOR BY MEANS OF NURSERY SCHOOL EXPERIENCES

Advanced Home Economics III and IV Comprehensive. Approximate Time - 1 or 2 Weeks

Generalization:

Knowledge of growth and development patterns of young children enables the high school student to meet the needs of children better in a nursery school experience and elsewhere.

Behavioral Outcomes Expected:

- Applies learnings from child development units in a nursery school situation.
- Exhibits an understanding of growth and development of young children and a warm relationship with them.
- Accepts children as individuals.
- Enjoys participating in activities with children.
- Exhibits some ability to apply general guidance principles in caring for children in varying situations.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Nursery School	Specific directions for setting up a nursery school in home economics department as a learning experience follow.

Some Main Ideas and Generalizations:

- Observation and participation in a nursery school experience give students opportunities for the practical application of child care learnings.

NURSERY SCHOOL

(suggested length of time 2 weeks)

Review guiding and directing children's behavior.

Get room, equipment, and activities ready.

Review observation techniques and what is to be learned through observation.

Publicize purposes of nursery school through school and community media.

Make arrangements for enrollment of children. Include permission, data and instruction sheets to parents.

Work out in class suitable daily schedules, also evaluation procedures.

Suggestions to make nursery school experience a learning experience for Home Economics students.

1. Limit the number of children to facilities and teachers.
2. Provide for student learning through observation and gear the observations to the ability level of students.
3. Plan adequate time for evaluation between sessions.
4. Encourage students to exercise their particular talents with children who need help.
5. Plan a definite schedule which permits girls a variety of experiences.
6. Equipment should be sized to those attending the school but remember these children live in homes, and are accustomed to using some adult equipment.
7. Emphasize the importance of the teacher's awareness and responsibility for the entire atmosphere of the nursery school. A calm, unhurried, and friendly environment should prevail.
8. Be sure to get approval of administration and use publicity to gain community approval.
9. Consider differences in morning and afternoon home routines of children when planning your nursery school, such as afternoon nap.

The nursery school is a learning experience for home economics students only if it is properly evaluated from day to day and in total perspective.

The teacher should help students evaluate their own changes in attitude and behavior because of the nursery school experience.

____________High School
City
April 1965

Dear Parent,

Our Advanced Homemaking Class under the direction of Miss Home Ec. Teacher, plans to start a nursery school for three, four, and five year olds on May____. It will operate Monday, Wednesday, and Friday mornings for a two week period ending ______. The hours are to be from 9:00 to 11:30 a.m. in the Homemaking Department. The children will be carefully supervised at all times.

Our program will include play with other children, stories, music, rest periods, and mid-morning snack.

We are planning this play school as a unit in our Family Living course in which we study child development. We feel it is very important for us to have some experience with young children as we learn about them.

If you wish to enroll your child, please fill in the following and return it to the home economics teacher.

Sincerely yours,
The Home Economics Girls

Name of child________________ **Address**________________________

Child's parents______________________ ____________________

Family phone________________

Family doctor________________ **Doctor's phone**____________________

Age of child________________ **Birthday**________________________

List anything about the child that the nursery school teacher should know for the daily care of the child________________________________

____

Who will bring the child to Play School?________________________

Who will call for the child?____________________________

My child ________________ **has my permission to attend the nursery school**

Signed____________________________

SUGGESTED SCHEDULE

Morning Nursery School

9:00 Arrival
  Health Inspection
  Help with wraps
  Put on name tags and take attendance
  Drink of water

9:12 Free play

9:45 Clean playroom
  Toileting and handwashing

9:50 Quiet directed activity
  Girls prepare refreshments

10:10 Serve snack

10:30 Creative play period
  clay
  fingerpaint
  drama
  painting
  puppets
  puzzles
  cutting
  music

10:50 Activity Outdoors or active indoor play

11:20 Toileting
  Rest period

11:30 Stories till children go home or in some cases serve lunch.

SUGGESTED SCHEDULE

For Play School during one Class Period

2:00 Arrival
  Health inspection
  Wraps
  Name tags

2:10 Free play

2:20 Stories and creative activity

2:35 Toileting and hand wash

2:40 Refreshments
  and quiet activity

2:55 Room in order
  Wraps

Mothers should definitely not be included in the program

SUGGESTED DIRECTOR'S SHEET

Committee	Day	Duties
Enrollment		Names of Children Inform parents Make name tags Contact principal
Room arrangement		Prepare room for safety Move furniture Toilet facilities Wraps storage
Equipment		Make clay Make paint Collect play materials
Food		Plan menu Prepare market orders Prepare food

Individual Assignment Sheet

Girl	Time	Duty
Mary	9:30	Read story to group A
Judy	9:30	Read story to group B
Kay	9:30	Assist Mary with group A
etc.	9:30	Observe reaction of children to story.

Post this chart for all girls to see

Modeling Clay

1 cup flour
1/2 cup salt
1 tablespoon alum

Enough cold water to hold together (approximately 1/2 cup).
To color clay, add food coloring to water.
Store in airtight container when not in use.

Finger Paint

1/2 cup laundry starch
1 cup cold water
1 envelope unflavored gelatine
2 cups hot water
1/2 cup mild soap flakes or synthetic detergent

Note: 1 T. glycerin may be used in place of gelatine. If used, combine full cup of cold water with starch before cooking. Stir in glycerine when mixture is removed from heat.

Combine starch and 3/4 cup of the cold water in a medium size saucepan; soak gelatine in remaining 1/4 cup cold water. Add hot water to starch mixture and cook over medium heat until mixture comes to a boil and is clear, stirring constantly. Remove from heat, blend in softened gelatine. Add soap or detergent and stir until mixture thickens and soap or synthetic detergent dissolved. Makes about 3 cups.

OBSERVATION REPORT

Name of Child ______________________________

Boy or Girl ______________ Age ______

SOCIAL DEVELOPMENT OBSERVATION

1. Conversation:

2. Personality:

3. Types of play observed:

4. Additional comments:

SAMPLE OBSERVATION SHEET FOR DIRECTED OBSERVATION

Emotional Behavior

During this observation you will look for expressions of feeling. Feelings influence a child's behavior and are important to his personality development. Some feelings are pleasant, others unpleasant. Children show how they feel anger, fear, and love in different ways. If a child is angry he may scream, kick, throw his body around, cry, pout, sulk, hit, refuse to cooperate, talk about it, etc. If he is afraid, he may cry, run away, cling to an adult, refuse to try, talk about it, etc. He expresses affection and love by caresses, staying close by, protecting another, sharing, showing consideration, talking about it, sympathizing, etc.

1. Describe different ways you saw children expressing feelings.

2. Did these feelings you described interfere with (1) other children, (2) the group as a whole, (3) or the child's own well being? How?

3. Give an example of the teacher helping the child to control an emotional expression which interfered with the group or the child's own well-being.

Your name____________________ **Date of observation**____________________

Name of Group____________________ **Number of Children**____________________

Time of Arrival____________________ **Time of departure**____________________

Observations:

Observation of human behavior is going on at all times. We informally observe at home, on the playground, in school, in church, the supermarket, in front of the television, on the sidewalks, in the dark and in the light, on the bus, in traffic, in fact any situation is an observable occasion.

Ability to detect the why of behavior and the what of an event or situation can be improved by writing down soon after the observation what is seen and then the inferences that can be made from the behavior seen. Inferences are based on interpretation of this behavior. Because young children show their feelings overtly and have not learned to hide them the causes of their behavior are easier to see than at a later time. This is why you may plan an observation situation for your students.

The observational method must be learned. Whether observations are controlled as by the situation, the number viewed, or by the assignment given as to what is to be viewed - as motor behavior, or language, or emotional control or even as in the case of informal viewing of events if they are to be used the details must be written down and interpreted. Some rules we could use are:

1. Remain inconspicuous to child or children.

2. Treat observation as confidential material to protect child and family.

3. Use date, place, time, situation, name, age and six (a brief description may be used if name, age and sex are missing). This data makes future and previous observations more meaningful.

4. Observations may be long, short, routine, or unusual, pleasant or unpleasant, funny or sad, they may include many or few people, one type of material or many types. How they are recorded for use or viewing is important.

5. "Facts" should be on one side and "feelings" or "interpretations" on the other for if this information is to be useful we must distinguish between them.

6. Two forms of recording controlled situations may be used:
   a. The diary form which is a time limited factual record concerning child's behavior for a short period of time. (No more than 5 min. at a time).
   b. Anecdotal in form is the recording of a particular incident or event of the child's interaction with his environment.
   (From these types of recordings observation requirements can be answered - as Billy's motor behavior taken from a number of 3 to 5 minute observations over a period of time.)

STORY PERIOD

General Objectives:

To encourage the child's interest in books and stories at his present age level.

To encourage the child to lay a foundation for an appreciation of literature.

To encourage the child to express himself in stories and poetry.

To offer the child information.

To help the child balance his daily program with quiet as well as active activities.

Procedure for Story Period:

Teacher places mats in a circle on the floor.

Teacher chooses stories in advance that she is familiar with and that will interest the children. These stories are:

1. Simple realistic stories about everyday events in children's lives.
2. Stories written in simple language.
3. Stories containing action words, repetition of words and rhythmic sounds.

Often we have two story groups. One reason for this is that pre-school groups should be comparatively small (not more than 8 children). Another reason is that we can have stories in one group for younger children, and in the other group for older children.

Children should be encouraged to listen to stories, but never forced to listen. If a child brings a book the teacher is not familiar with, it is wise to suggest that maybe a teacher will be able to read the story to the child at another time. Fairy tales and folk tales are not to be read to the children in Nursery School at any time.

Helpful Pointers to Remember in Guiding the Story Period:

1. Know and enjoy the stories you plan to read to the children.
2. If you are going to read a story without pictures, explain this to the children before you start the story.

3. When you are telling or reading a story there are no hard and fast rules you must follow. The important fact to remember is Keeping the continuity of the story. The joy of storytelling is your freedom to express the story as you feel it.

4. If the book has pictures, hold the book in front of you and ask the children if they are able to see the pictures before you begin the story.

5. Children should be allowed to enter into the story if the book is written as such- one example: The Noisy Book. Do not be disturbed if they do not participate.

BOOKS FOR PRESCHOOLERS

Anglund, Joan Walsh
Cowboy and His Friend
Harcourt, Brace and World, Inc.

Love is a Special Way of Feeling
Harcourt, Brace & World

The Brave Cowboy
Harcourt, Brace, and Company, 1959

Baer, Howard
Now This, Now That
Holiday House

Bennett, Rainey
What Do You Think?
Cleveland and New York
The World Publishing Co.

Bemelman, Ludwig
Madeline's Rescue
The Viking Press

Brown, Margaret Wise
The Runaway Bunny
Harper and Brothers, N. Y., 1942

The Noisy Book
Harper and Brothers

Two Little Miners
Simin & Simon

The Little Brass Band
Harper and Brothers

The Quiet Noisy Book
Harper and Brothers

The Golden Egg Book
Golden Press

The Little Fisherman
William R. Scott, Inc., 1945

Brown, Margaret Wise, (cont.)
The Country Noisy Book
Harper and Brothers

The Dead Bird
William R. Scott, Inc.

The Indoor Noisy Book
Harper and Brothers

Shhhhhh Bang
Harper and Brothers

Two Little Trains
William R. Scott, Inc.

The Little Farmer
E. M. Hale & Company

Buckley, Helen E.
Grandfather and I
Lathrop, Lee V. Shepard Co., Inc.

Budney, Blosson
A Kiss is Round
Lothrop, Lee and Shepard Co., Inc.

Burton, Virginia Lee
Katy and the Big Snow
Houghton Mifflin, 1943

Estes, Eleanor
A Little Oven
Harcourt, Brace and Company

Ets, Marie Hall
Play With Me
The Viking Press

Flack, Marjorie
Angus and the Cat
Doubleday & Company

Foster, Joanna
Pete's Puddle
Houghton Mifflin Company

de Regniers, Beatrice Schenck
The Giant Story
Harper and Brothers

What Can You Do With A Shoe?
Harper and Brothers

Flack, Marjorie
Ask Mr. Bear
The Macmillan Company

Gay, Wanda
Millions of Cats
Howard McCann, Inc.

Gay, Romney
Cinder's Secret
Grosset and Dunlap

Green, Mary McBurney
Everybody has a House
William R. Scott, Inc.

Is it Hard? Is it Easy?
William R. Scott, Inc.

Krasilonsky, Phyllis
The Very Little Girl
Doubleday and Company

Krauss, Ruth
The Carrot Seed
Harper and Brothers

A Very Special House
Harper and Brothers

I Want To Paint my Bathroom Blue
Harper and Brothers

Kuskin, Karla
James and the Rain
Harper and Brothers

Lenski, Lois
Mr. and Mrs. Noah
Thomas Crowell Co.

The Little Fire Engine
Oxford University Press

Lenski, Lois (cont.)
The Little Family
Doubleday & Co., Inc.

MacDonald, Golden
Whistle for the Train
Doubleday and Company, Inc.

Rey, H. A.
Curious George
Houghton Mifflin Company

Schleim, Miriam
Fast is not a Ladybug
William R. Scott, Inc.

Slobodkina, Esphyr
Caps For Sale
E. M. Hale and Company

Steiner, Charlotte
My Slippers Are Red
Alfred A. Knopf

Kiki Dances
Doubleday and Company

My Bunny Feels Soft
Alfred Knopf

Stover, Jo Ann
Why? Because
David McKay Co., Inc.

Udry, Janice May
Let's Be Enemies
Harper and Brothers

Warburg, Sandol Stoddard
The Thinking Book
Little, Brown and Co.

Wondriska, William
Sound of Things
Pantheon Books, Inc.

Wright, Ethel
Saturday Walk
William R. Scott, Inc.

Zion, Gene
The Summer Snowman
Harper and Brothers

Zolotow, Charlotte
Do You Know What I'll Do
Gartle Williams

Not a Little Monkey
Lothrop, Lee, and Shepard Co., Inc.

CHILD DEVELOPMENT

UNIT - LOOKING TOWARD PARENTHOOD

11th and 12th Grade Non-Major. Approximate Time - 2 Weeks

Generalization:

Parenthood is an experience which brings great joy and satisfaction but with it comes the challenge of providing for the child the love, care, understanding, and opportunities for development that every child has the right to receive.

Behavioral Outcomes Expected:

- Develops a positive attitude toward children.
- Gains some understanding of the influences of heredity and environment on a child.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Developing a Positive Attitude Toward Children	Give pre-test on attitudes toward children.
	Examine case studies, newspaper or magazine articles, fiction and non-fiction dealing with incidents involving attitudes toward children
	Discuss effect of negative attitudes on students; project to children.
	Plan small group visits to nursery school, kindergarten or first grade rooms; give special attention to positive directions used by teachers of small children; report observations to class.
	Present ways married couples can acquire children. Discuss Pregnancy - planned and unplanned Adoption - sources and laws

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Foster care of children - sources and procedures financial reimbursement related responsibilities
Influences of Heredity and Environment on a Child	See Child Development unit outlined for the eleventh and twelfth grades comprehensive program.

Some Main Ideas and Generalizations:

- Positive attitudes are essential for effective relationships with children.
- A child is a component of his heredity and environment.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

Grade Level 11 and 12 Non-Major. Approximate Time - 3 Weeks

Generalization:

Since a child's emotional security evolves through satisfying relationships with those around him, it is important that parents understand the developmental stages of a child's life and the individual needs of children.

Behavioral Outcomes Expected:

- Develops an understanding of prenatal, postnatal, and infant care.
- Understands the physical, social, emotional, and intellectual development of a child.
- Recognizes that children are individuals with individual needs.
- Develops a keen awareness of the responsibilities and obligations of parents to their offspring.
- Develops an understanding of the importance of the role of the parent in guiding children toward desirable behavior.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Prenatal, Postnatal and Infant Care	See Child Development unit outlined for the eleventh and twelfth grades comprehensive program: Prenatal postnatal, and infant care.
Parental Responsibilities	See Child Development unit outline as indicated below: Importance of basic needs, ninth grade. Meeting needs, tenth, eleventh and twelfth comprehensive. Awareness of developmental stages and individual differences, Comprehensive I and Advanced Comprehensive. Developmental stages. tenth grade. Appreciation of individual differences, Comprehensive I and II.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Guiding the Development of Desirable Behavior	See Child Development unit outlined for the comprehensive program, eleventh and twelfth grades.
	See Child Development unit outlined for the tenth grade.
	See Child Development unit outlined for the ninth grade comprehensive.

If time permits, the teacher and students may choose any other material which appears in the Child Development units of grades nine, ten, and eleven and twelve comprehensive.

Some Main Ideas and Generalizations:

- Understanding of prenatal, postnatal, and infant care contributes to better parenthood.
- It is the responsibility of parents to provide an environment conducive to the optimum development of the child.
- Desirable behavior results when a child feels wanted, loved, and secure, and is guided with positive direction.

CHILD DEVELOPMENT

UNIT - RECOGNIZING COMMUNITY RESOURCES BENEFITING PARENTS AND UNDERSTANDING AGENCIES TO WHICH INDIVIDUALS AND FAMILIES ARE RESPONSIBLE

11th & 12th Grade Non-Major. Approximate Time - 1 Week

Generalization:

Since parents and children benefit from a variety of resources provided by the community, they have an obligation to contribute to the care and maintenance of these agencies and facilities.

Behavioral Outcomes Expected:

- Develops recognition and appreciation of the community resources which assist parents in rearing their children.
- Recognizes the responsibility of parents to assist in the care, maintenance, and wise use of these resources.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Community Resources in Child Rearing	See Child Development Unit outlined for the Advanced Comprehensive Course

Some Main Ideas and Generalizations:

- Community resources are a means of assistance to parents in meeting needs of children.

- Parents should feel an obligation to assist the community in the maintenance, care, and development of its various resources.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING THE IMPORTANCE OF PRENATAL, POSTNATAL AND INFANT CARE

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

The care a child receives during infancy lays the foundation for his physical, mental, and emotional development throughout childhood.

Behavioral Outcomes Expected:

- Acquires increased knowledge of prenatal, postnatal, and infant care.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Prenatal Care	See Child Development Unit outlined for the eleventh and twelfth grade Comprehensive program and for Home Economics Comprehensive I.
Postnatal Care	
Infant Care	

Some Main Ideas and Generalizations:

- A baby that is wanted, cared for, and loved is more apt to be healthy and happy than a baby who is not wanted and neglected.
- Prenatal care is important in the life of a child.
- Consistency in the routine of an infant promotes a feeling of security.

CHILD DEVELOPMENT

UNIT - UNDERSTANDING CHILDREN

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

Children follow a predictable sequence of growth and development; however, the rate varies among individuals and is influenced by many factors.

Behavioral Outcomes Expected:

- Understands the basic needs of children.
- Knows and recognizes a child's typical growth and development pattern.
- Recognizes that each child is an individual with individual needs.
- Is alert to factors which help or hinder the normal development of a child.
- Understands that welfare of children in all countries is interdependent.
- Recognizes the effects of over-population on a country, a community, or a home.
- Increases in understanding of the influences of heredity and environment on a child.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Basic Needs of Children	Refer to Child Development Unit - Grade 9.
Developmental Stages of a Child	Refer to Child Development Unit - Grade 10.
Individual Differences Among Children	Refer to Child Development Unit - Grade 10.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Influence of Heredity and Environment	Refer to Child Development Unit for Advanced Comprehensive. Report from assigned readings child rearings practices which differ from those generally followed in your community. Discuss children as inheritors of suffering or happiness: Victims of poverty, war, ignorance, unrest, disease or Recipients of wealth, cultural advantages, harmony. Analyze how increased understanding between peoples of different cultures within and among countries will aid the status of children in general. List ways American families contribute to welfare of children in other countries as: national and international aid programs adoption and private support exchange of ideas, goods, technology and knowledge, etc. List ways families in other cultures contribute to welfare of American children as sharing cultural diversity through art, music, sports, etc., demonstrating alternate ways of life, stimulating trade and economic exchange which create jobs for parents, etc. Study problems of international significance to child welfare malnutrition radiation hazards communicable diseases. Discuss basic right of all children to food, care, and dignity. Have reliable speaker present problems of over-population in countries, communities, and homes. Follow by class discussion and reading assignments on certain countries such as India and certain communities as slums in large cities of U.S.A.

Summarize influences of both heredity and environment on a child's physical, mental, social, and emotional development.

Base class agreements on:
  authenic readings
  analysis of case studies
  observations
  self-analysis.

Some Main Ideas and Generalizations:

- Child-rearing practices reflect the culture and affect the kind of person the child becomes.
- All children have basic needs but at various age levels needs differ.
- Children grow and develop according to a certain pattern but there are many influences which cause a variation from the normal growth and development pattern.
- The welfare of one's own children is affected by the welfare of all children everywhere.
- Over-population of a country, community, or home may cause deprivation of all members.
- A child's growth and development are affected by both heredity and environment.

CHILD DEVELOPMENT

UNIT - GUIDING CHILDREN

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

A child's emotional security results from satisfying experiences with those around him.

Behavioral Outcomes Expected:

- Develops an understanding of the values of positive guidance of a child.
- Gains knowledge of techniques and skills to use to guide children positively.
- Understands the importance of happy family relationships to a child's development.
- Develops increased awareness of the multiplicity of parental responsibilities to a child.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
The Child As A Family Member	Refer to Child Development Unit - Grade 10 and Advanced Comprehensive.
Guiding the Behavior Of The Child	Refer to Child Development Unit - Advanced Comprehensive and Grade 10.
Daily Routines Of Children	Refer to Child Development Units - Grades 9, 10, and Advanced Comprehensive.
Parental Responsibilities to Children	Refer to Unit in Advanced Comprehensive.

Some Main Ideas and Generalizations:

- A child has a higher concept of self when he is given security and love by his own family.
- There is more harmony in a home when children and all family members learn to recognize the needs of others and work together at solving family problems
- A child learns to manage himself and his resources better if he is reared by an established routine in a well-managed home.
- Consistency is an important factor in managing children's routines, activities, and behavior.
- A child with atypical growth or development requires special understanding and help.

CHILD DEVELOPMENT

UNIT - RECOGNIZING AND UNDERSTANDING THE INTERACTION BETWEEN FAMILIES OR INDIVIDUALS AND COMMUNITY AGENCIES

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

Families are more likely to have the kind of community they want when they help determine community objectives and policies which in turn contribute to the welfare of the family and its individual members.

Behavioral Outcomes Expected

- Develops a knowledge of child welfare laws and of other agencies outside the home that contribute to the care and protection of children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Outside the Home	Assign small groups to make inquiries concerning resources such as: World Health Organization (WHO) United Nations International Children's Emergency Fund (UNICEF) International Red Cross Freedom from Hunger Campaign White House Conference on Children and Youth U. S. Department of Health, Education and Welfare Child Welfare Laws in Ohio County and City Welfare Department Local Child-Care Clinics or Classes Free Community Services for Children Day Care Centers Others Report findings to class. As class project, assemble, compile, and file information.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Refer to Child Development Unit in the Advanced Comprehensive Unit.

Some Main Ideas and Generalizations:

- World, national, state, and local communities provide a variety of agencies that assist in the protection, development, and care of children.
- Parents are indebted to the community for the resources it provides.

CHILD DEVELOPMENT

UNIT - APPLYING LEARNINGS GAINED ABOUT CHILDREN

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

The knowledge, techniques, and skills acquired in child study can be applied in nursery school experiences, in child care employment, and in a better understanding of one's self.

Behavioral Outcomes Expected:

- Applies learnings about children to nursery school experiences.
- Recognizes the opportunities for employment in child care situations.
- Becomes aware of personal qualities needed for jobs that care for children.
- Exhibits an understanding of growth and development of children and has a warm relationship with them.
- Is able to help children develop good habits and to guide them toward increasingly independent behavior.
- Recognizes and creates a safe and healthful environment for children.
- Plans and directs play activities which promote children's growth.
- Exhibits some ability to apply positive guidance in caring for children in varying situations.
- Accepts children as individuals.
- Enjoys participating in activities with children.
- Understands self better through increased understanding of children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Nursery School Experiences	Refer to Child Development Unit in Advanced Comprehensive.
Child Care Employment Requirements	Refer to Child Development Unit in Comprehensive Home Economics II.

Make inquiries as to opportunities and requirements for:
- Day Care Center Assistants
- Community and Private Nursery School Assistants
- Recreational Center Aides
- Assistants in Children's Homes
- Assistants in Pediatric Wards of Hospitals
- Assistants in Care of Handicapped Children
- Self-employed Worker, etc.

Assume part-time responsibilities of children in private home, nursery school, kindergarten, first grade or volunteer service in a recreational center, a children's home, a school for handicapped children, etc.

Analyze personal reactions to children, also children's reactions.

Evaluate abilities to carry out techniques in caring for children. Determine weaknesses and make plans for improvement.

Bring to class report of problems or successes in guiding children's behavior.

Keep record of case studies that show typical growth and development, also variations and the reasons (if possible).

Report to class plan for helping children develop good habits.

Summarize safety or health hazards in working situation. Analyze with class plan for desirable changes or improvement.

Plan and direct play activities. Report success or problems to class. Discuss.

Direct games, teach new games or song, read stories. etc., to children.

Report to class special interest situations. Analyze own reactions to situations.

As class project make toys for some special group of children that have need.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Prepare food for infants and young children at school or at experience center. Develop score card to check child-care abilities. Detect personal weaknesses, make plan for improvement.
Understanding Self Through Understanding Children	Refer to Child Development Unit in Home Economics II Comprehensive.

Some Main Ideas and Generalizations:

- Observations and experiences in a nursery school situation verify the learnings received in child-care study.
- Opportunities to be of service and to earn a living wage are available in child-care services.
- Understanding and enjoying children are important qualities for success in child-care.
- Understanding children leads to better understanding of one's self.

CHILD DEVELOPMENT

RESOURCE BOOKS

For Younger Adolescents

1. Dennis. BABY SITTER'S GUIDE. Henry Holt Company, 1954.
2. Duvall, Evelyn M. FAMILY LIVING. Lippincott Company, 1961.
3. Flanagan, Geraldine L. THE FIRST NINE MONTHS OF LIFE. Simon and Schuster, 1962.
4. Glenn, Harold T. SAFE LIVING. Charles A. Bennett Co., 1960.
5. Hatcher, Hazel M. and Mildred Andrews. ADVENTURING IN HOME LIVING--Book II. Heath & Company, 1959.
6. Lowndes, Marian. A MANUAL FOR BABY SITTERS. Little, Brown and Company, 1961.
7. McCullough, Wava and Marcella Gauronski. ILLUSTRATED HANDBOOK ON CHILD CARE. McGraw-Hill, 1954.
8. Randal, Judith. ALL ABOUT HEREDITY. Random House, 1963.
9. Smart, Mollie S., and Russell C. Smart. LIVING AND LEARNING WITH CHILDREN. Houghton-Mifflin Company, 1956.

For Older Adolescents

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Children's Emotions

American Toy Institute, 200 Fifth Avenue, New York 10, New York.
Children Need Toys
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Toys for All Children
How to Choose Toys

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Being a Good Parent
Understanding Young Children
Discipline
Reading is Fun
Answering Children's Questions
Getting Along in the Family
Children in the Family: Rivals and Friends
A Good School Day
Your Child's Leisure Time

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Aggressiveness in Children
Discipline Through Affection
Facts of Life for Children
What Makes a Good Home
When Children Ask About Sex
The Why and How of Discipline

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Your Gifted Child
When You Adopt A Child
Your Children's Feet and Footwear
So You're Expecting a Baby
Your Child from One to Six
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How to Discipline Children
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Your New Baby
Three to Six: Your Child Starts to School
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Making the Grade as Dad
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Your Child's Manners
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A Guide to Better Discipline
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Your Children's Heredity
How Children Grow and Develop

Building Self-confidence in Children
Fears of Children
Your Child and Radio, TV, Comics and Movies

Superintendent of Documents, Government Printing Office, Washington, D. C.

(Many of these may be free through your congressman)

When Your Baby is on the Way
Prenatal Care
Your Premature Baby
Infant Care
Your Baby's First Year
A Creative Life for Your Child
Children of Working Mothers
Day Care Services
When You Adopt a Child
The Physician's Part in Adoption
The Attorney's Part in Adoption
A Healthy Personality for Your Child
Your Child from One to Six
Your Child from Six to Twelve
Your Children and their Gangs
Nutrition and Healthy Growth
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Handbook for Recreation
Pogo Primer for Parents

Teaching Child Development, Department of Home Economics, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

FILMS

Association Film - 347 Madison Avenue - New York 17, New York
The Story of Menstruation
Feeding the New Baby (13 minutes)

Eye Gate Company
Children Around the Globe (Filmstrip - set of four)

International Film Bureau
Roots of Happiness

Johnson and Johnson
Bathing the Baby

McGraw Hill Film Department - 330 W. 42nd Street - New York, New York
- Children's Emotions
- He Acts His Age
- From Generation to Generation
- From Sociable Six to Noisy Nine
- Frustrating Fours and Fascinating Fives
- Heredity and Prenatal Development
- Six, Seven, and Eight Year Olds
- Social Development
- The Terrible Twos and the Trusting Threes

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- Childbirth - A Family Experience
- Childbirth: Normal Delivery

Mental Health Film Board
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- Life With Baby

National Education Association, 1201 16th Street N.W., Washington, D. C.
- Willie Catches On

University of Illinois
- Baby's First Year (8 minutes)
- Children's Emotions (20 minutes)
- Know Your Baby (10 minutes)
- Principles of Development (17 minutes)
- Your Children's Play (20 minutes)

University of Oregon (Wexler)
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FOODS, NUTRITION, AND HEALTH

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

IMPROVING FOOD HABITS

UNDERSTANDING SIMPLE FOOD PREPARATION

HOME ECONOMICS I COMPREHENSIVE

UNDERSTANDING THE RELATIONSHIP OF DIET TO HEALTH AND APPEARANCE

INCREASING SKILL IN FOOD PREPARATION

HOME ECONOMICS II COMPREHENSIVE

RECOGNIZING THE NEED TO SPEND THE FOOD DOLLAR WISELY AND TO CONSERVE FOODS FOR FUTURE USE

DEVELOPING CREATIVITY AND MANAGEMENT ABILITY IN THE USE OF VARIOUS TYPES OF FOOD PRODUCTS IN FAMILY MEAL PLANNING

DEVELOPING SKILL IN ADAPTING FAMILY MEALS TO THE VARYING NEEDS OF FAMILY MEMBERS

ADVANCED HOME ECONOMICS COMPREHENSIVE

UNDERSTANDING CULTURAL, SOCIAL, AND AESTHETIC VALUES IN FOOD

UNDERSTANDING THE USE OF ADVERTISING, BUSINESS, AND GOVERNMENT AGENCIES IN CONSUMER MANAGEMENT

RECOGNIZING SCIENTIFIC AND CREATIVE ASPECTS OF FOOD PREPARATION

DEVELOPING SKILL IN PREPARING FOOD TO MEET SPECIAL NUTRITIONAL NEEDS OF FAMILY MEMBERS

NON-MAJOR – ELEVENTH AND TWELFTH GRADES

UNDERSTANDING FOOD NEEDS

SEMESTER COURSE – ELEVENTH AND TWELFTH GRADES

DEVELOPING ABILITY IN FOOD MANAGEMENT

DEVELOPING INCREASED SKILL IN FOOD PREPARATION AND SERVICE

ACQUIRING THE KNOWLEDGE AND THE ABILITY TO PLAN AND PREPARE FOODS OF OTHER CULTURES

RECOGNIZING VARYING NUTRITIONAL NEEDS OF INDIVIDUALS, BOTH DAILY AND IN EMERGENCIES

RECOGNIZING SCIENTIFIC AND CREATIVE ASPECTS OF FOOD PREPARATION

COMPREHENDING NEW DEVELOPMENTS IN FOODS AND NUTRITION

AN INTRODUCTION TO FOODS, NUTRITION, AND HEALTH

To be properly nourished is to build a healthy mind and body. It is hoped that through understanding the principles of nutrition young people will:

1. See the need to improve their own eating habits in order to realize personal benefits now and strengths for parenthood later.

2. Be able to make wise food choices

3. Be aware of the differences between food facts and food fads and fallacies.

Nutritious and palatable meals served in a relaxing and pleasurable atmosphere are vital to the health and happiness of each member of the family and to an awareness of the full meaning of "home." To set standards for meals and service that are attainable and compatible with modern situations is the challenge faced by every homemaker. Feeding the family represents a high percentage of the family budget and of the homemaker's time and energy. In order to meet all the demands of feeding the family the housewife needs to plan carefully, yet make her basic plan flexible enough to meet unforeseen situations.

The teacher of foods classes should keep in mind the present and future needs of the students and aim to have them:

Understand how customs and traditions alter patterns of food and food service.

Develop some skill and techniques in:
 a) spending the food dollar wisely.
 b) managing time and energy well in food preparation processes.
 c) planning, preparing, and serving nutritious meals.
 d) meeting food needs of people of varying ages and during illnesses or emergencies in the family.

Develop an interest in new information, equipment, products and methods.

Become aware of the constant need for planning.

Understand the place that food holds in family and community sociability and in the furtherance of world peace.

Developments in the food industry, discoveries by nutrition scientists, and changes in public attitudes regarding food have made it possible to meet the age-old needs in exciting new ways. It is hoped that the potential homemaker trained in modern food classes will accept the challenge of the new. As she learns to vary a recipe, experiment with new foods or food combinations, or use ingenious short cuts, the student will arrive at her own distinctive style in food preparation and service.

In some cases advanced abilities will enable the homemaker to earn a pay check as well as manage a home. She should find the multiple role she will play in the future made easier by her knowledge of a variety of foods and skill in their preparation.

FOODS, NUTRITION, AND HEALTH

UNIT - IMPROVING FOOD HABITS

Grade Level 7 and 8. Approximate Time - 3-4 Weeks

Generalization:

When individuals understand the effects of foods on the body and analyze their own food habits, they recognize which eating patterns can and should be changed.

Behavioral Outcomes Expected:

- Understands that some foods promote health, development, and appearance better than other foods.
- Begins to understand and evaluate own food habits and factors affecting them.
- Begins to apply knowledge of food groups in meal planning.
- Recognizes and uses good table manners.
- Is able to set a table correctly.
- Has an awareness of the importance of food to the social activities of family members.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Relationship of Food to Health and Appearance	View filmstrip and discuss to introduce unit.	Film: 89
Need for food	Recall food for a day or two. Students list foods and meal patterns. Discuss as to "Go, Grow, Glow."	Pamphlet: 85
	Have each girl make a creative mobile to show foods that help her to go, grow, and glow.	Books: 4
Basic four food groups	Introduce food groups with bulletin board such as: "Four Keys to Good Health" "Balance Scale"	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	"Train to Good Health" "Patterns for Good Health"	
	Divide class into four groups - each representing one of the basic four food groups. Have group study and prepare a skit on the food they represent and its importance. (e.g. "What's My Line?")	
	View film on Basic Four.	Film: 83
Eating habits	Have students present their eating patterns including snacks to a "Judge" and "Jury". Some of the students would be the jury, etc.	
	After presentation, study the patterns and kinds of foods. With above information, the jury then judges the students' meal patterns and the food contained in relation to the Basic Four.	
Snacks	List favorite snacks on board and put into basic four food groups. Also list other foods not included in the basic four.	Pamphlet: 79
	Bring in advertisements of food used for snacks. Discuss the effect of advertising on eating, particularly snacks.	
Sensory qualities of of food	Present and evaluate pictures or models of foods for simple meals which include sensory qualities.	
Color Temperature Texture Flavor Form Variety	Discuss frames from filmstrip.	
	Divide group to study and analyze for appeal: a. Own family meal b. School lunch c. Drive-in Meal d. Restaurant Meal	Films: 87 95 98
	Plan meals for family for one day. Check as to variety of qualities appealing to the senses.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Different foods	"My Food and I" pre-test. Students arrange in columns: Food Eaten Often - Sometimes - Never - Willing to Try. Teacher reads list of foods. "Have a Tasting Party". Use one or more of the listed ways to accomplish this. a. Students bring in food from home. b. Teacher demonstration c. Food demonstration by utility company on different foods. d. Restaurant - field trip. (study menus from restaurants) Use check sheet on new foods tried during the unit. Have an "I Learned to Try It" Club.	
Mealtime Sociability	Role-play good and poor table manners.	
Manners	Plan an imaginary travel day. Make stops at various types of eating places and situations. 1. Roadside Park 2. Restaurant 3. Drive-in Show manners needed: how to order, how to eat certain foods, clean up, etc.	Book: 1
	View filmstrip. Discuss.	Films: 125 126
Table setting	Use flannel board or actual settings to show basic meal service and table setting.	128 132
Relationships with friends and family	Role-play then discuss "Typical Family Meal" in regard to enjoyment, pride, togetherness, family relationships. Discuss and evaluate how family relationships can be improved at these meals.	

Discuss the place food plays in special occasions such as birthdays, slumber party, after the game, skating parties, holidays and reunions.

Students serve simple foods for friends. Use as an evaluation of manners, relationships, "different" foods, table setting, etc.

Report to class effect of study on choice of food in cafeteria.

Some Main Ideas and Generalizations:

- The food one eats affects one's appearance, health, and general well-being.
- Good nutrition is promoted by wise selection of foods in meals and snacks.
- Food is often used as a socializer and as a symbol of hospitality and friendliness.
- People are likely to accept a wide variety of foods if they have wide experience, knowledge and appreciation of foods, and if their environment reinforces positive rather than negative attitudes.
- Good manners usually promote mealtime happiness when dining at home or at a restaurant.

FOODS, NUTRITION, AND HEALTH

UNIT - UNDERSTANDING SIMPLE FOOD PREPARATION

Grade Level 7 and 8. Approximate Time - 8-9 Weeks

Generalization:

Efficiency in food preparation results when one follows directions and a plan of work, puts management, safety, and cleanliness practices into use, and remembers that basic cooking principles underlie all cooking procedures.

Behavioral Outcomes Expected:

- Develops some knowledge of the use and care of basic cooking utensils and equipment.
- Comprehends basic food terms and recipe directions and applies this knowledge to simple food preparation.
- Recognizes the need for and use of management, safety, and cleanliness practices in the kitchen.
- Recognizes the need to share responsibilities in preparing and serving snacks and simple foods at school and at home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Use of Basic Tools and Techniques in the Kitchen	Give pre-test. "What is it?" Give name and use of utensil or tool.	Books: 38, 39
Utensils and small equipment	Have utensil hunt. Give list to show where and why they are where they are. Rolling pin in mixing center, etc.	Cookbook: 16
	Teacher prepare snacks or simple foods to show proper use of utensil as paring knife, can opener, vegetable peeler, etc.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Appliances Range Refrigerator	Teacher demonstrate use and care of small equipment and larger appliances.	
	Invite Power Company Representative to give demonstrations specifically geared to junior high students on use of range and refrigerator.	
	View filmstrip. Discuss.	Films: 107, 108
Safety practices	Divide class into committees to demonstrate various points on safety in the kitchen.	
	Bring in and discuss newspaper clippings of home accidents as they apply to the kitchen.	
	Class compile check list of safety practices which they will use while preparing foods.	
	Write jingles for safety slogans such as: "A holder for a pot, keeps your hands from getting hot."	
Basic food terms	Give pre-test by use of flash cards of basic food terms.	Films: 30, 31, 42
	Study mimeographed sheet of basic food terms, measurements, and abbreviations. Identify actions of teacher in silent demonstration.	
Accurate measurements	Teacher or advanced student demonstrate correct methods of measuring. Class members repeat demonstration.	
Abbreviations Equivalents	Bulletin Board -- Compare serving tablespoon with measuring tablespoon, etc.	
Simple recipes and directions	Study a recipe, interpret directions, and make a plan of work. Prepare simple snack following recipe and plan	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	of work. Divide class into two groups: "Doers" and "Watchers." "Watchers" observe "Doers" in action on first day. Reverse action for second. Use score sheet to evaluate preparations and safety precautions (prepared with students' help). Have students begin recipe file to be continued through homemaking class experiences. This could be a folder, a file box, or booklet. Have recipes mimeographed.	
Management in food preparation	Assignment: Observe people working in restaurants or cafeterias that you see on T.V., or in magazines. Record sanitary practices observed.	
Personal cleanliness	Have students make a summary of personal cleanliness in the kitchen.	
Dishwashing	Use charts, teacher demonstration and/or filmstrip to establish dishwashing standards. Have students practice correct procedures.	Films: 30, 31, 44, 41, 42, 47
Sharing Responsibility in Preparing and Serving Foods	Divide class into working groups. Groups discuss: a. qualities of good group membership. b. personal characteristics of good workers c. market order. d. tablesetting	
Simple Food Preparation and Application of Simple Principles of Cookery	Discuss cooking principle that milk scorches easily and requires low temperature. Prepare cocoa according to instructions.	
Milk and milk products		
Cocoa		

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Milkshakes	Prepare milkshakes to demonstrate that addition of air to a product increases quantity.	Cookbooks: 5, 11
Cheese	Teacher demonstrate and students prepare open-faced cheese sandwich. Emphasize principle of cookery requiring low temperature. Discuss effect of too high temperature on cheese.	
Fruits & vegetables Fresh fruit	Prepare fresh fruit cup. Show loss of color when exposed to air and color retention by use of an acid such as lemon juice on banana.	
Fresh vegetables	Prepare relish tray, show crispness by adding ice and chilling, also way to remove leaves from head of lettuce. Prepare simple salad.	
Canned soups	Use canned soups as a vegetable sauce, apply milk cookery here.	
Cereals	Prepare cereal snack mix, combine with cheese dip.	Pamphlets: 67, 72, 73, 78
Cookies	Prepare a simple drop cookie. Prepare cookie bars using prepared cereals. Prepare unbaked cookies.	
Quick breads	Demonstrate baked products showing leavening action of agent such as baking powder, also need for heat and liquid to form gas.	Film: 5
	Prepare biscuits and vary topping(e.g., cinnamon, cheese, orange).	Pamphlets: 2
Yeast breads	Use packaged yeast rolls, display what is available. Emphasize need for reading and following directions.	
Sandwiches	View and discuss filmstrip.	Films: 111, 112
	Study rules for making attractive sandwiches.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Prepare a variety of sandwiches: open-faced, party, petite and jumbo.	
	Incorporate simple meats using the same principles as for cheese cookery.	
	Plan simple meals by combining foods studied.	

Some Main Ideas and Generalizations:

- Knowing how to use and care for equipment saves time, prevents accidents, and gives greater satisfaction to the worker.
- Understanding and using a recipe involves a knowledge of measurements, abbreviations, and preparation terms.
- Time can be saved and confusion avoided by making a plan of work.
- Basic cooking principles underlie all cooking procedures.
- Sharing responsibilities in preparing and serving foods at school or at home saves time and adds interest to the undertaking.

FOODS, NUTRITION, AND HEALTH

UNIT - UNDERSTANDING THE RELATIONSHIP OF DIET TO HEALTH AND APPEARANCE

Home Economics I Comprehensive. Approximate Time - 3 Weeks

Generalization:

Basic to the development and evaluation of adequate food patterns is knowledge of the nutrients needed by the body and their sources in available foods.

Behavioral Outcomes Expected:

- Understands the relationship of good nutrition to personal appearance and good health.
- Comprehends the food nutrients, their functions and sources, and applies this knowledge to food selection.
- Recognizes additional factors which may influence food selection.
- Develops the ability to select a daily diet which includes the basic food groups and which meets the individual's dietary needs.
- Has some comprehension of food fads and fallacies and sensational claims which may be harmful to health.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Basic Personal Nutrition Four basic food groups	Introduce unit with pictures of contrasts in nutrition of people-rats-chickens, etc. Have students discuss reasons for differences.	Films: 86, 88, 90
	Use flannel board or poster with a pantry of 4 shelves, each shelf representing one of the basic 4 food groups. Place appropriate food models on each shelf and discuss. Discuss recommended servings for each group.	Pamphlets and Posters: 82, 83, 84

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Have students recall food eaten in last 24 hours. Have them place foods in basic 4 food groups. Include a fifth category for additional foods not included in the 4 groups such as candy and carbonated beverages.	Books: 18, 22, 29
	Have students evaluate to determine if basic 4 food requirements have been met.	
	Have students adjust their food plans to meet basic 4 food requirements.	
	Give students two menus for a day (breakfast and dinner) and have them plan a third menu (lunch) to fulfill the basic 4 food requirements. Have students plan meals and snacks for a total day.	
Functions and sources of the food nutrients	View filmstrip which depicts the six nutrients. Discuss briefly. Relate nutrients to basic food groups.	Films: 97
	Divide the class into groups, each group representing a nutrient. The groups will gather information on sources and functions of the nutrients, and report to the class. This information may be presented in skit form, role-playing, or other ways incorporating the use of visual aids.	Pamphlets: 80, 81
	Evaluate by having students identify nutrients contained in a menu.	
	As an enrichment, conduct a class experiment using rats or chickens. Study and interpret the results.	Other Reference: 16, 18
Food habits	List on blackboard poor dietary habits which students may suggest such as: (skipping breakfast, heavy, late afternoon snacks, deep-fat fried foods, etc.) Discuss effects on health.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Food habit changes	Have students list changes they need to make to improve their diet habits and reasons why they want to make these changes.	
	View filmstrip depicting the importance of regular meals.	Films: 29, 33
	Conduct a random school survey on eating habits of students and evaluate. Discuss other factors which influence food intake such as age, sex, heredity, activities, size, climate, and emotional state.	
Effect of foods on personal appearance Diets for special needs Underweight Overweight	Describe three imaginary girls (one overweight, one underweight, one normal). Discuss with the class the social and personal effects of being overweight or underweight and how these problems might be solved. Show pictures of the three girls from magazines and list appropriate foods for each dietary situation.	
	Show film on overweight.	Films: 94, 100, 103 Books: 4, 13, 51
	Have students recall food eaten in last 24 hours. Have them determine the number of calories consumed and how this relates to calories needed to maintain their given weight level or to gain or to lose.	
	Have them adjust the recalled foods of the day to meet their individual needs.	
	Discuss the importance of following a doctor's advice in controlling weight.	Pamphlets: 46, 87, 88
	Discuss other factors which influence weight control, such as rest and energy expenditure. Use charts to show energy expenditures for different activities.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Have a doctor or public health nurse give talk on importance of following medical advice in program of weight control.	
	At the end of unit have students evaluate progress made in efforts to change undesirable food habits.	
Food Fads and Fallacies	View film such as Food Fads and Quackery.	Films: 84, 96
	Have students list some food fads and fallacies. Show advertisements of some of these. Point out inadequacy of them.	Pamphlet: 47
Effect of advertising on family food habits	Have panel discussion on the influence of advertising on family food habits.	Books: 34
	Compile a list of reliable sources of information, such as the National Dairy Council, American Medical Association, Food and Drug Administration, U. S. Department of Agriculture.	

Some Main Ideas and Generalizations:

- Food is the best source of the nutrients necessary for good health.
- The nutrients (insofar as it is known) required by living organisms are proteins, fats, carbohydrates, vitamins, minerals, and water.
- Good nutrition is each individual's own responsibility and is promoted by establishing good food habits and good attitudes toward food.
- Instinct alone is not a reliable guide for food choices but knowledge of the Basic Four Food Groups can help one select food wisely.
- Weight control is governed largely by wise selection of kinds and amounts of foods for both meals and snacks.
- Judgment of food advertisements must be based on sound nutritional knowledge.

FOODS, NUTRITION, AND HEALTH

UNIT - INCREASING SKILLS IN FOOD PREPARATION

Home Economics I Comprehensive. Approximate Time - 6 Weeks

Generalization:

The planning, preparing, and serving of food can be done with greater ease and efficiency if the routine tasks are performed according to a plan designed for repeated use.

Behavioral Outcomes Expected:

- Develops increased ability to use and care for kitchen equipment.
- Develops increased skill in planning, preparing, and serving casual foods, combinations of foods, and simple meals.
- Has an awareness of and applies good management practices in food preparation activities.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Management of Resources in Planning, Preparing, and Serving Casual Foods	Give pre-test on food terms, abbreviations, measurements and safety practices to determine what students remember from previous study.	Books: 6, 12, 16, 19
Food terms, abbreviations, measurements		
Use and location of utensils in kitchen	Have a "re-acquaintance tour" of kitchen.	Film: 18
Responsibilities in group work	As a class compile a list of all responsibilities of group members. Divide these responsibilities according to the number of students in each group.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Work plan sheets, market order sheets and laboratory procedure including clean up	Distribute work plan and market order sheets for students to complete for a simple review lesson (for example, grilled cheese sandwiches). Teacher evaluate work plan and market order sheet.	
Simplification of tasks	Decide how tasks can be simplified.	Books: 23, 24, 25, 27
	Consider techniques such as: Setting up a well-arranged work space. Keeping work space orderly. Using both hands. Using the right utensils. Using a tray. Combining trips to central storage areas. Eliminating unnecessary tasks.	Films: 130, 131
	Conduct review laboratory.	
Table setting	Have each group plan a meal and set a table suitable for their meal. Evaluate.	
	Give quiz on manners as review.	
Table manners	Have silent minute drama to depict table manners. Carry out much as "Charades" Class evaluate -- rather than right or wrong.	
	Use a question box to identify situations in which pupils need help with table service and table etiquette.	
Food Preparation and Combination of Foods	View film. Discuss.	Films: 68, 69, 70, 71
Fruits Nutritive value	Stimulate discussion by showing an apple. Have students name different ways of preparing apples. Discuss nutritional value of fruits, uses of fruits (as appetizer, salad, dessert, etc).	Pamphlets: 64, 67

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Methods of preparation	Discuss methods of preparing fruits: raw, baked, broiled, stewed, fried.	
Uses of fruit in a meal	Demonstrate different methods of preparing fruits and the effect of adding sugar before or after cooking.	
	Conduct lab on fruits, having each kitchen group use a different fruit and different method of preparation.	
	Evaluate the results of the different methods by use of simple check score card.	
	Have students add names or pictures of foods to complete a meal using the food which was prepared.	
Vegetables	Display picture of meal without vegetables.	Pamphlets: 73, 77 78
Contribution to meal	Add vegetable and discuss what vegetables contribute to meals, such as color, flavor, and texture, as well as nutrients.	
Nutritive value	Discuss nutritive value of vegetables.	
Principles underlying vegetable cookery	Display different forms in which vegetables can be purchased (canned, frozen, fresh). Demonstrate general principles of vegetable cookery such as cooking in small amount of water, cooking rapidly or slowly, covered vs. uncovered, etc.	Books: 2, 12, 17
Methods of cookery	Using the alphabet, have students list all the vegetables they can think of for each letter. Discuss varieties of vegetables students have listed. Discuss the different methods of preparing them and of combining them.	
	Demonstrate several different vegetables and methods of preparing and serving them, such as baked, French fried, broiled, stewed, fried.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Have each group prepare a different vegetable using different methods of preparation. Serve buffet style. Plan what foods you would need to complete a meal.	
Salads	View filmstrip on salads.	Filmstrip: 109, 110
Nutritive value	Discuss nutritive value of salads.	
Uses	Display bulletin board with pictures of different salad uses. Discuss uses of salads as appetizer, accompaniment, main dish, dessert.	
Types	Discuss types of salads - tossed, molded, shredded, frozen. Use bulletin board with pictures.	
Principles of salad making	Discuss principles of salad making and serving, and standards of attractive, appetizing salads.	
Salad greens	Demonstrate: a tossed salad, fruit gelatin salad, shredded salad, frozen salad. Show different types of greens which may be used.	
Salad dressings	Discuss types and purposes of salad dressings. Show samples.	
	Demonstrate salad dressings prepared from basic ingredients and variation of commercial salad dressings.	
Milk and cheese Available forms of milk	Display types of milk - whole, evaporated, condensed, skim, dried, buttermilk; discuss types as related to general cooking principles. Demonstrate how to reconstitute dried milk and evaporated milk.	Pamphlets: 72, 68
Nutritive value of milk	Discuss nutritive value and place in diet.	
	Visit a local dairy to learn processing of milk.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Type of cheese	Discuss history and types of cheese.	Films: 20
Principles of cheese cookery	Display samples of cheese representing hard, semi-hard, and soft. Have tasting party.	
	Review effect of high cooking temperature on milk and cheese.	
	Plan a complete menu using a cheese dish as a main dish. Prepare and serve.	
Eggs	Discuss and demonstrate custard and cornstarch puddings, use variation, such as fruits, sauces, and nuts.	
	Compare these products with convenience puddings and custards as to final results, product, time involved, and cost.	
	Discuss combination of eggs and milk in food preparation.	
Nutritive value	Using bulletin board, show eggs as "nature's power-packed vitamin bombshell" or use the theme "The Egg and I" showing nutritive value of eggs.	
Care	Discuss nutritive value and uses and care of eggs. Show charts with grades of eggs.	
	Demonstrate how to break egg - show how yolk stands, consistency of white.	
Principles of egg cookery	Discuss basic principles of egg cookery and different methods of preparing them. Stress uses of eggs for meals other than breakfast.	
Variety in methods of preparation	Demonstrate several methods of cooking an egg (scrambled, fried, poached,	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	baked, hard and soft cooked, with variations).	
	Demonstrate egg, milk, and cheese dishes, i.e. souffle, fondue, etc.	
	Have students choose from a variety of ways to prepare eggs. Combine with foods which might be served with them.	
Sandwiches	View film on sandwiches.	Films: 111, 112
Types Principles of sandwich making	Review types of sandwiches and principles of sandwich making; demonstrate open-faced, grilled, main dish, party, etc. Use variations in bread and filling.	
	Demonstrate a salad type sandwich. (Suggestion - egg salad to review hard-cooking of eggs).	
	Prepare sandwiches. Combine with soup or salad as review.	
Quick breads	Define quick breads and types (batter and dough). Give examples of each type.	
Methods of preparation	Demonstrate basic types of quick breads, principles of preparing and ways to vary. Show muffin method and pastry methods. Compare muffins - one slightly beaten and one overbeaten.	
	View filmstrips on quick breads.	Filmstrips: 10, 11
	Examine some different kinds of package mixes, use in lab with each group preparing a different type, or same type with variations. Let class sample all types; compare results. Evaluate time and energy management during preparation, also compare cost of package mix with ingredients required in basic recipe. Consider time involvement.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Cereal, grains, and paste products	Show types of cereal and grain products and forms in which they may be purchased, such as ready-to-eat cereal, pre-cooked cereal, spaghetti and macaroni.	
Nutritive value	Discuss nutritive value of cereals and principles of preparing. Show what happens when cereal products are cooked.	
Preparation	Have lab on cereal products as used in casseroles such as macaroni and cheese. Combine with other food products, such as salads, and fruit desserts to form a total meal.	
Cookies Types	Use flannel board; display pictures of types of cookies (dropped, refrigerator, bar, rolled, pressed). Demonstrate methods of mixing and discuss.	Films: 7
Preparation	Discuss baking, cooking principles, variations, and storage of cookies.	
	Have each group prepare a different type of cookie. Compare results, evaluate management and cost.	
Butter cakes and butter frosting	View film on cakes. Discuss.	Films: 4, 8
Ingredients used Methods of combining	Display a tray with ingredients used in butter cakes. Discuss these ingredients and functions of each. Discuss conventional method, sponge method, and 1-bowl method of mixing.	Pamphlets: 2
	Demonstrate a butter cake and confectioners sugar/butter frosting. Frost cake. Show variations.	
	Have lab on cake and frostings. Evaluate results of product and management practices while working.	
	Compare time, cost, and satisfactions with preparation of cake and icing from ready-mix, also with frozen and bought cake.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Meals for Family and Friends	Have students plan, prepare, and serve simple meals using learned skills and knowledge. Focus attention on combination of foods and management practices such as dovetailing tasks. Discuss occasions for which these meals would be suited. Practice meal planning and preparation at home. Evaluate self as to management.	Books: 5, 13, 21

Some Main Ideas and Generalizations:

- The appearance, quality and nutritional value of foods can be conserved by using the correct methods and proper utensils for preparation.
- A knowledge of the physical properties of foods helps to apply basic principles of food preparation.
- Participation in planning, preparing, and serving meals can be a source of pleasure and satisfaction.
- Performance of routine tasks according to a plan facilitates the preparation and service of food.
- Skill in food preparation can be acquired by observing proper techniques and applying these in laboratory situations.

FOODS, NUTRITION, AND HEALTH

UNIT - RECOGNIZING THE NEED TO SPEND THE FOOD DOLLAR WISELY AND TO CONSERVE FOODS FOR FUTURE USE

Home Economics II Comprehensive. Approximate Time - 3-4 Weeks

Generalization:

Decisions as to the use of resources in providing food for the family depends upon the quantity of each resource available, the cost of the alternatives, and their effectiveness in producing the desired results.

Behavioral Outcomes Expected:

- Appreciates the role of the homemaker as a food manager.
- Understands the relationship of food costs to the total budget.
- Recognizes the factors affecting food decisions and is able to apply these factors to the planning and buying of food.
- Develops some skill in conserving foods for present and future use.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Consumer Aspects of Family Food Buying	View film and discuss.	Films: 49, 53, 55
Real income vs. money income	Allow $20.00 for food for a family of 2 adults and 2 children for one week. Have each student decide what factors will influence the use of the money and what other resources they might use in attaining their goal. With this as a basis, define real income and money income.	Pamphlets: 20, 25
Factors affecting food decisions	Consider factors which affect food expenditures such as - income, size and ages of family members, likes and dislikes, community, amount of home-produced food, amount of canned and frozen.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	food, activities, entertainment, time, experience of cook, etc.	
	List factors that influence the family in its buying practices. Have students ask mothers to list the considerations that affect the weekly food choices and compare the two listings.	
	Discuss other factors which affect food expenditures - location of home, available time for home preparation, grown foods, climate and season.	
	Arrange for a panel of homemakers to discuss their problems in food purchasing. Include a newlywed, a mother of preschoolers, a mother of adolescents and a "retired" homemaker.	
	Evaluate sizes and amounts of food products which may be purchased. Display different sizes of articles, with price per serving displayed. List advantages and disadvantages of buying in quantity.	Books: 28, 32, 35, 42, 52
Advertising	Display advertisements of foods. Have students point out good and bad points of advertisements. Cross out words that give no consumer information.	Films: 50
	Display two similar food items, one attractively packaged and the other not. Discuss influences of color, etc., on consumer choice.	
Labels	Discuss label information which a homemaker would find useful in making a selection. Discuss "deceptive packaging."	
Packaging	Set up "What's New" display related to new food packaging.	Pamphlets: 13, 15, 16, 21, 28, 29, 30, 41

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss ways to judge freshness and quality of different foods, such as: meats, fruits, and vegetables based on authentic reading references.	
Legislation	Display a picture of a plate of food. Discuss why we know these foods are safe. List important legislation related to foods such as: Federal Food, Drug and Cosmetic Act; Federal Meat Inspection Act; Milk Ordinance and Code; Poultry Products Inspection Act, etc.	
Time	Plan a typical family menu. Have students decide all the ways this meal could be prepared (obtained from restaurant, completely prepared and purchased, T.V. dinner, partially prepared, or from basic ingredients). Discuss advantages and disadvantages of each method in terms of time, energy, money, and satisfactions.	
Values	Conduct a lesson comparing fully prepared, partially prepared, and basic ingredients food products. Have each group prepare a different food. Evaluate by use of score cards to compare time, energy, money, and result. Decide which of these factors is most important for individual and family satisfaction, and why it is important.	
	Sample actual cans of food and evaluate quality and use in comparison to cost. Example: cherries for a fruit salad or garnish and those for a pie or cobbler.	Pamphlets: 26, 27, 31, 32, 33, 34, 35
Shopping for food	Discuss: Contemporary trends of grocery shopping: a. Who does the shopping? b. When to shop? c. Shopping courtesies.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Conduct field trip to grocery store. Point out: location of food items, price differences for similar products and reasons for differences, convenience foods and their costs, advertising, varieties of ways foods may be purchased.	
	Debate: Large supermarket vs. community or small grocery store.	
Need for planning	Use minute drama to illustrate families shopping for food without pre-planning; discuss possible results in relation to economy of money, food nutrients, and effects on health.	
Market order geared to level of income	Display on flannel board the levels of family food expenditures (high, medium, low, economy). Include pictures of foods in various groups showing meal at each level of income. Make a comparison of market orders for each level.	
	Distribute menus of different costs for students to evaluate. Have them decide which menus are appropriate for each income level.	
	Plan menus for a week for a family on a given income level.	
	Develop list of suggestions for cutting food costs when shopping.	
Food Preservation for Present and Future Use	View film and discuss.	Films: 58, 59, 60
Why foods spoil	Use charts or posters in cartoon form that show what causes foods to spoil.	
Storage of perishables	Discuss care of foods brought from the grocery. Stress care of such foods as head lettuce, meats, fruits, etc.	Pamphlets: 62 - 66

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate care of left-over foods for storage. Discuss containers used and organization in refrigerator.	
	Survey students as to number who do canning in their homes and number who do freezing or both or neither.	Books: 3
	Discuss and list reasons for preserving foods for future use. When is it practical and when impractical?	
Canning	Discuss canning versus freezing. Make comparison of canned, frozen, and fresh foods from standpoint of product and cost.	Pamphlets: 49 - 61
	Teacher demonstrate methods of canning - stressing safety and sanitation. Follow by students doing actual canning if need in the community warrants it.	
Freezing	Discuss methods of freezing, freezing equipment, labeling, containers, and freezer storage.	
	Show how to wrap meats and baked products to be frozen. Display packaging and wrapping materials.	
	Teacher demonstrate freezing of fruits and vegetables.	
	Follow by a lab on freezing by students.	
	Discuss principles of freezing home-prepared foods - casseroles, complete dinners, boxed lunches, etc.	
	Conduct lab in which each group prepares a food to be frozen and eaten later. The different foods should form a complete meal which can be served for a special occasion at a later date.	
Use of freezer for time management	Plan menu for working girls living in an apartment. Make use of freezer.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Plan emergency meals using home canned or home frozen foods.	
Additional methods	Display, demonstrate, or discuss other methods of preserving and packaging food such as freeze-dried foods; radiated, dehydrated foods; cellopack.	
Jams and jellies	Teacher demonstrate ways of preparing jam and jellies and compare quality, flavor, and cost.	
	Consider the creative aspect of preparing jam, jellies, preserves, marmalades for gifts.	

Some Main Ideas and Generalizations:

- Family income is more than money.
- Family food costs will vary with the size and composition of the family, the values they place on food, and the resources available.
- Consumer choices are influenced by attractive displays and advertising.
- Federal, state, and local agencies work toward the protection and guidance of consumers.
- The organization of activities in providing food for the family involves planning and coordinating resources to meet family demands.
- The amount of money spent on food may vary greatly, although there is a point below which it becomes difficult to acquire adequate nutrition and provide accepted variety in foods.
- The successful preservation of food depends upon the use of appropriate methods and equipment and on quality of food used.

FOODS, NUTRITION, AND HEALTH

UNIT - DEVELOPING CREATIVITY AND MANAGEMENT ABILITY IN THE USE OF VARIOUS TYPES OF FOOD PRODUCTS IN FAMILY MEAL PLANNING

Home Economics II Comprehensive. Approximate Time - 5-6 Weeks

Generalization:

Participation in family meal planning provides opportunity for the application of management practices and for creative expression by introducing variations in food preparation and in food service.

Behavioral Outcomes Expected:

- Acquires additional knowledge and skill in food selection, care, and preparation for maximum retention of flavor and food nutrients.
- Recognizes further the value of well-planned, well-prepared, and attractively served meals.
- Appreciates the fact that the preparation and serving of food can be a creative and satisfying experience.
- Recognizes and practices good management techniques in preparing and serving simple, nutritious, and economical meals.
- Acquires the habit of safety practices in the kitchen and in the use of its equipment.
- Recognizes the use of convenience foods in meal planning.
- Achieves personal satisfaction by adapting class experiences to individual and family needs.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Meal Planning	Give pre-test on meal planning.	
	View filmstrip.	Films: 23, 24, 25
	Study characteristics of interesting and appetizing family meals considering variety and contrast of foods	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	as to color, texture, shape, flavor, and temperature. Use pictures to show menus of foods of all one color, of too many colors, or no color.	
Factors to be considered	Have students plan for procedures used in units. Plan sheet to include: - Type of Meal - Menu Plan - Basic Recipes - Place Setting - Type of Meal Service - Other meals for the day needed to meet nutritional requirements - Sequence of time for tasks - Who will do each task?	Pamphlets: 71, 74, 76
	Discuss commonly accepted meal serving procedures, reasons for their use.	
Types of meal service	Compare types of meal service - similarities and differences. Evaluate the use of these methods.	
Conservation of nutrients	View filmstrip depicting basic food guides and how they meet nutrient standards.	Films: 91, 104, 105
	In setting up standards for food products have pupils consider the effect of different methods of cooking and types of equipment on retention of flavor and nutrients.	
Preparation of Foods Fruits and Vegetables	Place further emphasis on vegetables and fruits. Discuss various ways fruits and vegetables may be prepared and served. Use creativity in suggestions.	
	Have session on creative ways of using mixes. Share group ideas and possible preparation of mixes to be used with fruits or vegetables.	Cookbooks: 4
	Have pupils plan, prepare, and serve meals using convenience foods crea-	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	tively. Make a comparison as to quality of products and cost and time saved.	
Meats Beef Pork Lamb Veal Variety Meats	Plan trip to market to help students become familiar with various cuts of meat and factors to look for in buying meats.	
	View filmstrip on principles of buying meats.	Films: 56
	Discuss nutritive content of meats and uses in the body.	
	Round-table discussion on the best storage practices and the implication of spoilage of meats.	
	Stress availability and use of - canned meat - frozen meats - freeze dried meat - dehydrated meat. Use creativity in planning menus using variety meats.	
Cuts of meats	Show charts or slides on cuts of meat. Discuss with students information in pamphlets on different cuts of meat. Have students recognize cuts in store and evaluate own abilities.	Films: 75, 76, 77
Inspection and grades of meats	Study and discuss inspection stamps and grades of meat.	
	View filmstrip on methods of meat preparation - moist heat, dry heat. Emphasize tender and less tender cuts of meat - their preparation, cost and length of cooking time.	
	Give demonstration on methods of meat preparation followed by students preparing different cuts and varieties of meats using various methods.	Pamphlets: 75, 24
	Demonstrate unfamiliar equipment such as rotisserie, pressure cooker, deep-fat fryer and broiler-oven.	Books: 38, 39

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Evaluate method by "appearance and taste test."	
	Follow with meal planning experience incorporating meat prepared previously. Check with Basic Four Food Guide. Use creativity in plans for service of menu.	
Fish, Poultry	Round-table discussion of nutritive value - grades - use - storage - availability of fish and poultry.	
	Teacher demonstrate methods of preparation. Have each group prepare fish or poultry in various ways such as in casseroles, salad, etc. Plan complete menu around fish or poultry. Prepare, if situation permits, entire meal using creativity and management practices.	
Pastry Pies Tarts Cobbler Turnovers	Show filmstrip on principles of pie preparation.	Filmstrips: 1
	Teacher/student demonstration and discussion of pastry methods and fillings.	Pamphlets: 1, 4
	Students prepare pies and evaluate according to basic standards. Use score sheet.	
	Present bulletin board showing various uses of pies - such as main dish or dessert and then study: 1. How to serve and cut baked product 2. When to serve pies: relate to how to serve in a family meal. 3. Family menus to serve with pie.	
Cakes Angelfood, Sponge and Chiffon	Show filmstrip on principles used in making cakes. Discuss sponge cakes.	Filmstrips: 2, 66, 67
	Discuss serving - cutting - storing and freezing of cakes.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate the making of an angel food cake.	
Frostings in Relation to Cakes	Teacher demonstration of cooked frosting followed by lab where students use creative ideas with cakes and frostings.	
Yeast breads	Have display of breads or wrappers from different types of bread on the market.	
Ingredients	Evaluate what effect the many types of bread available would have on meal planning.	
	Emphasize the importance of bread in a family meal.	
	Study and compare the ingredients in yeast bread. View filmstrip.	Films: 6, 9
	Have students give demonstration of gluten ball. Apply to principle of bread making.	
Methods	Give demonstration and follow with discussion of methods: straight dough - refrigerator, batter, sponge.	Pamphlets: 3, 5, 6
Variety	Students prepare a variety of yeast breads and various ways of shaping dough. Evaluate product by score card.	Films: 33, 34
	Plan field trip to bakery - compare home preparation with commercial preparation of bread.	
	Evaluate baking unit by giving a practical exam where teacher gives the student a recipe and student applies proper method.	
Meal preparation	Have students evaluate previous units by practicing proper techniques in preparing and serving complete family meals such as:	

a. oven meals
b. top of the range
c. broiler meals
d. less tender cuts of meat
e. casserole - meat extender

Combine with evaluation of baking skills. Evaluate not only quality of food but also creativity, safety practices, and management abilities.

Some Main Ideas and Generalizations:

- Participation in planning, preparing, and serving meals that furnish the food the family needs and enjoys can be a source of pleasure, creativity, and satisfaction.
- The organization of activities in providing food for the family involves planning and coordinating resources to meet family demands.
- Convenience foods can add variety to the menu and save the time and energy of the homemaker.

FOODS, NUTRITION, AND HEALTH

UNIT - DEVELOPING SKILL IN ADAPTING FAMILY MEALS TO THE VARYING NEEDS OF FAMILY MEMBERS

Home Economics II Comprehensive. Approximate Time - 2 Weeks

Generalization:

Family members have different food requirements that change at successive stages of the life cycle.

Behavioral Outcomes Expected:

- Recognizes the influence of the family life cycle and family traditions on meal planning.
- Achieves personal satisfaction by adapting class experiences to individual and family needs.
- Has an awareness of ways to help children develop desirable food habits.
- Gains knowledge of ways to prepare and serve food which may be appetizing and nutritious for children.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Planning, Preparing, and Serving Nutritious Meals Throughout the Family Life Cycle	Present on flannel board colorful pictures showing various stages of life cycle.	Pamphlets: 42 - 45
Children's food needs	Discuss how the family cycle influences meal planning and how the food needs of children differ from those of their parents.	
	List appropriate and inappropriate foods for children.	Books: 9, 20, 22
Good eating habits	Observe eating habits of children; report observations to class.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Roundtable talk of the "why's" of likes and dislikes of food.	
	Make suggestions of ways to help small children develop better food habits.	
New foods	Help a younger brother or sister learn to like a "new" food.	
	Vary a menu to meet the needs of children at different ages.	
Food suited to child's needs	List some of the do's and don'ts in serving food to children.	
Food appeal	Demonstrate motivating ways of presenting food to children.	
Pleasant Atmosphere	View film. Have case study of "Why Johnny Won't Eat". Emphasize effects of emotions on eating.	Films: 15, 85
Food needs of adolescents	Compare food needs of adolescents with food needs of small children. Develop an understanding of the reasons for the differences.	
	Discuss the effects of emotions of adolescents on appetite. Cite examples.	
	List suggestions for making mealtime a happy time.	
Food needs of adults	Make additions or subtractions from basic menu to meet needs of a) adolescent b) father and mother c) grandfather	
	Give consideration to special food likes of father and grandfather; (or other adults in family) relate to tradition or culture.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Traditional Foods	Learn to prepare dishes that are favorites of family in order to continue tradition.	

Some Main Ideas and Generalizations:

- One should consider the developmental stage of a child when trying to help him acquire desirable food habits.
- A variety of foods well presented to a child contributes to his broadened acceptance of food in adult life.
- The need for larger quantities of food tends to diminish after one has attained complete growth.
- A person who has retired needs food that is nutritious but in smaller amounts on account of lessened activity.
- Family food traditions should be given consideration in meal planning.

FOODS, NUTRITION, AND HEALTH

UNIT - UNDERSTANDING CULTURAL, SOCIAL, AND AESTHETIC VALUES OF FOOD

Home Economics Advanced Comprehensive. Approximate Time - 2 Weeks

Generalization:

The role of food as a socializer, as an aid to increased understanding, and as a symbol of hospitality and friendliness justifies an appropriate use of resources.

Behavioral Outcomes Expected:

- Develops ability to plan, prepare, and serve foods for special occasions.
- Develops further understanding of the importance of foods in community activities and in various cultures.
- Acquires knowledge and ability to plan and prepare dishes and meals typical of some foreign countries.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Social Uses of Foods for Family and Guests	Pre-test on planning and serving meals using management and safety principles.	Films: 35, 70
Special occasion meals	Discuss stereotyped meals.	Books: 21, 28, 32, 47
	Present an unusual food.	
	Discuss use of unusual foods in the diet.	
	Assemble a number of possible variations of (1) a standard mix (2) a basic recipe (3) serving a usual food with additions, sauces, garnishes, etc. to add interest.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Vary a basic menu by planning adaptations for a special occasion such as Thanksgiving, Christmas, Easter, Mother's Day, etc.	
	Include creative suggestions that would give special interest to the meal; also make a plan for the preparation of the meal.	
Meals for Unexpected Guests Non-perishable foods	Demonstrate a food shelf of non-perishables. Have each group plan and prepare a menu for unexpected guests using canned and other non-perishable foods.	
Convenience foods	Discuss the use of freezer foods and other convenience foods in menu planning. Plan and prepare a meal using convenience foods.	
Casseroles	Study the use and preparation of casserole dishes. Adapt the meal to entertainment of unexpected guests.	
	Have students plan and prepare meals using (1) basic recipes, (2) convenience foods. Compare as to time, money, energy and results including satisfactions.	
Restaurant dining	Report possibilities of entertaining unexpected guests in community resources such as restaurants, including those that serve foreign foods. Differentiate between Smorgasbord and Cafeteria.	
	Develop criteria for restaurant you would be willing to patronize. Discuss terminology such as a'la carte, table d'hote, au jus, entree', etc., also etiquette - include ordering, tipping, etc.	
	Discuss family dinners at restaurants - advantages and disadvantages.	Films: 121

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Assemble information as to: a) location and basic equipment b) supplementary equipment c) types of foods d) methods of cooking e) management and safety measures Discuss reasons for popularity of cook-outs. Compare with picnics; give special advantages of each. Plan and prepare a Cook-Out or Picnic.	Books: 10 Cookbooks: 15
Parties, teas buffets	Assign reading on foods for parties. Include study of table decorations, flower arrangements, invitations, etc.	Pamphlets: 7, 8 Cookbooks: 9
	Have class compile list of qualifications of a good general chairman for such an occasion.	Films: 117, 118 122
	Discuss required committees and responsibilities of each committee, also characteristics of a good committee chairman and good committee member.	
	Organize class into committees to plan, prepare, and execute a buffet or tea for mothers or faculty members.	
	Follow by class evaluation.	
Food Related to Cultures	Invite someone who has lived or traveled abroad to discuss food customs of other countries.	Books: 8, 33, 36
	Display pictures of foods of other countries on bulletin board.	
	Provide reading materials on food customs in other lands. Compare with those of U.S.A., as to number of meals per day, foods eaten, methods of cooking and serving, table etiquette, etc.	Cookbooks: 1, 12, 13
	Plan, prepare, and serve a foreign food or foods. Plan for appropriate table service and decorations.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss food customs in various lands as related to religious practices.	Films: 119
	Have students who have lived in other areas of the U.S. describe the food customs of that area. Compare with local customs.	
	Have a "Christmas Around the World" buffet or an "International Buffet" for invited guests.	
	Have students write or discuss "How Understanding Food Customs of Various Cultures Can Increase Understanding of the People."	

Some Main Ideas and Generalizations:

- The role of food in furthering hospitality and friendliness justifies the time and money spent.
- Participation in planning, preparing and serving meals for groups can be a source of pleasure and satisfaction and provide an opportunity for aesthetic and creative expression.
- A knowledge of foreign foods is of value to the American homemaker in that it enables her to have variety in meals she prepares for her family and friends and develops a better understanding of other cultures.
- The kinds of foods, the way they are prepared, their grouping in meals, and even the manner in which they are served and eaten, constitute food customs that are characteristic of a country or region.
- Specific foods, methods of preparation and serving, and times at which these foods are eaten acquire symbolic meanings associated with religious beliefs and ceremonies, social usage, status, ethnic and family tradition.

FOODS, NUTRITION, AND HEALTH

UNIT - UNDERSTANDING THE INFLUENCE OF ADVERTISING ON THE CONSUMER AND THE PLACE OF PROTECTIVE AGENCIES IN CONSUMER MANAGEMENT

Home Economics Advanced Comprehensive. Approximate Time - 2 Weeks

Generalization:

Federal, State, and Local agencies work toward the protection and guidance of consumers in food purchasing by establishing standards of identity and freedom from adulteration, by requiring truthful labeling, and by prohibiting false statements in advertising.

Behavioral Outcomes Expected

- Develops some ability to manage the family food income to obtain maximum return.
- Recognizes and evaluates food merchandising practices used by retail merchants.
- Gains knowledge of agencies which protect the consumer.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Relationship of Food Cost to Total Income	View film such as "Focus on Food Dollars."	Films: 52
	Discuss the changing characteristics of the modern consumer and the implications for food purchasing.	
	Review main ideas about spending the food dollar wisely from Comprehensive II.	Books: 42, 46, 48, 52
	Develop a graph showing food costs in relation to total income.	
Getting the Dollar's Worth of Food	Review factors that affect the cost of food including advertising.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Advertising	Observe, compare and evaluate means of food advertising such as magazines, T.V., radio, newspaper, posters, etc.	
	Observe one's own decisions or those of mother in food buying and attempt to recognize the influence of some particular food advertisements. Recognize values and dangers of food advertisement.	
	Have welfare worker or other informed person speak on use of food allotments or food stamps.	
Merchandising	Ask a local grocer or salesman to speak to class on practices in merchandising, the psychology of merchandising, state or local protective ordinances governing the sale of food, consumer responsibility, etc.	Other: 22
	Debate advantages and disadvantages of trading stamps and other means used by merchants to induce business. Compare prices in markets of equal size which do and do not use such methods.	Pamphlets: 13 - 41
Protective agencies	Assign students to report to class on laws regulating food as to: weights and measures containers grading labeling inspection sanitation shipping standards workers imitation preservatives coloring flavoring additives	
	Assign special reports on such agencies as Better Business Bureau, Federal	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Food, Drug, and Cosmetic Act, Federal Meat Inspection Act, Milk Ordinance and Code, Poultry Products Inspection Act.	
Shopping	List pre-preparation steps for grocery shopping as: plan tentative menus check supplies on hand read current food advertisements make shopping list, group items such as canned, staples, etc. set a limit of money to spend take coupons along if they will save money.	
	Have students assume responsibility for grocery shopping for the family for a given time. Keep record of total amount spent for one week. With this guide make a monthly food plan for the family. Suggest ways in which better economy could result.	
	Have class compile list of observations and conclusions concerning shopping for groceries such as: Since the packer is not required by law to state the amount of moisture in the can, some brands contain more water than others. A large box of food is less expensive per serving than a small box. Food packed in a plastic container is usually less expensive than food packed in a box, etc.	

Some Main Ideas and Generalizations:

- The primary interest of government agencies in regard to food is to ensure its wholesomeness from the standpoint of purity and sanitation.
- An intelligent homemaker familiar with these agencies can profit by the help they give her in spending her food money wisely.
- Rational choice becomes more difficult as the number of food products and ways of merchandizing them increase.

FOODS, NUTRITION, AND HEALTH

UNIT - RECOGNIZING THE SCIENTIFIC AND CREATIVE ASPECTS OF FOOD PREPARATION

Home Economics Advanced Comprehensive. Approximate Time - 2 Weeks

Generalization:

Knowledge of the principles governing the physical and chemical processes used contributes to the understanding and control of the physical and chemical changes that occur during food processing and preparation.

Behavioral Outcomes Expected:

- Recognizes and makes use of opportunities to be creative in preparing foods.
- Develops an interest in the "Why's" as well as the "How's" of food preparation.
- Develops some basis for judgment in making decisions as to the relative merits of various food products, methods or techniques of preparation, and theories concerning foods.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Causes and Effects in Food Preparation	Demonstrate to class the effect of cooking red cabbage or broccoli in distilled water; in vinegar water; in baking soda water. Discuss the "whys".	Other: 2, 5
	View filmstrip.	Filmstrips: 38
	Experiment with Measurements and Weight, and Record Results. Example: flour - Record weight Sift once and weigh Sift 5 times - record weight Spoon - record weight Dip cup - record weight	Pamphlets: 16

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate pastry made with too much shortening, also pastry made with too much water. Discuss cause and effect on result.	Books: 2, 31, 41, 23
	Show difference in methods of mixing on finished product: stirring, whipping, beating, kneading, creaming. Discuss reasons.	
	Study and compare the effects of heat on food baked in various types of pans (teflon, glass, aluminum, tin, others). Also, shiny and dull surfaces, and effects of size of baking pan on the product - large, small, deep, narrow.	Films: 11
	Experiment by cooking vegetables with lids on and off, also pressure cooking. Study results as to color, taste, texture, form.	
	Demonstrate discoloration of potatoes when cooked in hard water with iodized salt, also apples cooked with and without sugar. Discuss reasons for results.	
	Study and compare types of thickening agents; flour, cornstarch, tapioca, eggs, rennet, gelatine, pectin.	
	Demonstrate lack of jelling property when fresh pineapple or strawberries are used with gelatin. Discuss enzymes.	
	Compare modern convenience food with basic recipe foods as mashed potatoes, etc.	
	Encourage students to bring to class new information on foods and nutrition encountered in reading.	
	Give students opportunity to develop a new recipe and creative ways to prepare and serve food.	Other: 4

Some Main Ideas and Generalizations:

- The sensory qualities, nutritive value, and safety of foods may be altered by the physical and chemical environment such as changes in temperature, kind of manipulation, and the presence of water, oxygen, and other chemical substances. These changes are usually interrelated and are often affected by time.
- Research continually extends our understanding of and ability to control the nature of food and its behavior.

FOODS, NUTRITION, AND HEALTH

UNIT - DEVELOPING SKILL IN PREPARING FOOD TO MEET SPECIAL NUTRITIONAL NEEDS OF FAMILY MEMBERS

Home Economics Advanced Comprehensive. Approximate Time - 3-4 Weeks

Generalization:

When a member of the family is ill, elderly, pregnant, or very young, the normal family diet can be adjusted to meet the special needs of these family members.

Behavioral Outcomes Expected:

- Recognizes the need for making adjustments to dietary problems when they are present within a family group.
- Realizes the importance of a nutritious diet for a mother before, during, and after pregnancy in relation to her health and the well-being of her child.
- Recognizes effects of present diet of teenager on her future well-being, e.g., pregnancy, resistance to disease, aging.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Foods for Special Needs	Demonstrate adjustment of basic menu to meet needs of the elderly, the ill, and the very young.	Books: 9, 11, 15, 20, 43
	Prepare attractive tray of food to show above adjustments. Consider small portions, attractiveness, variety, color, surprises, keeping food warm, ease in eating, etc.	
Illnesses	Study diets recommended by a doctor for specific illnesses or allergies: Liquid Soft Light Special for diseases that do not make person bedridden.	

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CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss importance of attitudes of other family members toward diet adjustments.	
	Have students prepare diets and trays.	
Weight control	Evaluate methods being used for weight control in light of reliable resource reading: smoking soft drinks and alcoholic beverages instead of regular meals "empty" calorie foods and diet fads.	Pamphlets: 12, 42, 43, 45, 46
	Discuss teen-age need for balanced diet in light of present and future needs. Adjust regular diet to limit calorie intake yet provide health requirements.	
Allergies	Check current magazines for information on food allergies; report to class. Stress the importance of consulting a doctor in such cases.	
Pregnancy, lactation, and infant diet	Interview mothers in order to find out dietary problems during pregnancy. Discuss the importance of consulting a doctor during early pregnancy in order to control weight and maintain health. Report on findings.	Pamphlets: 48
	Have a doctor or nurse talk on the nutritional needs of the mother before and after the birth of the child.	
	Assign reading on food for mother and young child. Discuss.	
	Show filmstrip depicting care and feeding of the baby. Bring out in the discussion the importance for cuddling the baby, whether it is bottle or breast fed.	Films: 85, 86

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Present how to sterilize bottles and other procedures in feeding the baby. Discuss cold milk feeding. Demonstrate the preparation of the formula; also heating the food in the bottle and testing for desired warmth.	
	Discuss ways to develop good food habits in small children.	
	Bulletin board or display of the new foods for infants on the market.	

Some Main Ideas and Generalizations:

- Research findings continuously add to knowledge of foods and nutrition.
- Family members sometimes have dietary problems which require special meal planning, preparation, and family adjustment.
- A good diet is important during pregnancy and lactation.
- Food habits and attitudes of a child are developed at an early age.
- Well-prepared foods of the right kind and amount help a child to develop good eating habits.

FOODS, NUTRITION, AND HEALTH

UNIT - UNDERSTANDING FOOD NEEDS

Grade Level Junior - Senior Non-Major. Approximate Time - 6 Weeks

Generalization:

The amount and kinds of food needed by individuals vary and are influenced by heredity, age, sex, size, activity, climate, and physical and emotional state.

Behavioral Outcomes Expected:

- Recognizes the nutritional needs throughout the life cycle and makes adjustments in food selection and in meal planning to meet these different needs.
- Evaluates own food habits as related to good nutrition.
- Acquires some ability to plan, prepare, and serve foods for family meals and entertaining.
- Applies good management principles in planning, preparing, and serving of foods.
- Comprehends the relationship of food to the total budget and evaluates factors affecting food decisions.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Nutrition Throughout The Life Cycle	Give pre-test to determine background in foods.	Books: 18, 40, 50, 51
Basic four food groups	View film and discuss	Filmstrip: 93
	Explain Basic Four Groups by using charts, or flannel board (should be geared to higher level student.)	Pamphlets: 82, 83, 85, 86, 88
Food nutrients	Discuss the food nutrients and their uses, enriched foods, restored foods, nutrition, calories, metabolism, etc. Have students do individual study of	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	the above suggested items, then present information to class.	
Food needs for varying ages	Divide into groups to study food needs of different ages and report to rest of class. (Overview: Infants, children, adolescent, young people, middle-age, elderly.)	
	Plan meals for different age groups (following basic four food pattern and nutrients.)	
	Teacher present high and low calorie diets, and fad diets. Introduce calorie content of alcohol. Relate the effects of smoking, alcohol and drugs on health as related to nutrition by use of films.	
	Describe a well nourished person and poorly nourished person. Teacher collect and display pictures or slides that show signs of good or poor nourishment of following age groups: Infant Young adults Child Middle age Adolescent Elderly	
Prenatal nutrition	Have a doctor or nurse speak to class about nourishment problems in relation to prenatal care.	
	Demonstrate variations of basic foods to serve the needs of different age levels in the family from small child to grandparents.	
Food Selection, Preparation and Service	Study cafeteria menus and select foods to meet individual needs based on knowledge of basic four food groups and nutrients.	
For individuals and family	Discuss with class: How would the lunch of a football player differ from that of his 6 year old brother? What	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	is a meal pattern? How and why do family meal patterns vary?	
	Show Part II Betty Crocker Mealtime Magic .	Filmstrips: 24
	Study meal planning and menu form. Compare canned, frozen, and fresh foods as to cost, time, and method of preparation. Relate time management to menu planning.	
	Distribute dittoed lists of food terms, abbreviations, measurements, laboratory habits and safety practices for students to study.	
	Evaluate by giving oral quiz. Divide class into two groups and have them compete.	
	Teacher demonstrate and prepare a simple food to show how correct measuring is done, e.g., pie crust. Stress importance of good management.	
	Students demonstrate different methods of table setting.	
	Assign outside reading on etiquette and table setting.	Books: 25, 26, 30 35
	Students prepare outside assignment on table covers, patterns of dinnerware, flatware, hollowware, glassware, etc.	
	Use Oneida Kit or material from units or local department stores to set table.	
	Show educational filmstrips on table wares.	
	Have a florist or garden club member demonstrate flower arrangements to the class.	
	Make table decorations and centerpieces for use at home.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Instruct class on use and care of small portable equipment. Stress safety practices.	
	Demonstrate use and care of range.	
For entertaining	Discuss the importance of entertaining in the family and the type of entertaining young people enjoy. Use convenience foods when possible.	
	Have students interview and report to class the types of entertaining done by young people in the community. Types of food served should also be noted.	
	Discuss foods that could be prepared ahead, also foods that go together well as refreshments.	
	Role play a host-hostess situation emphasizing the cooperation of the family in entertaining. Stress the importance of cheerful conversation at meal time.	
	Study types of invitations and thank you notes. Bring in various types of restaurant menus and learn to interpret and select menus.	
	Practice meal planning and preparation for the family and for entertainment of guests using: work schedules, knowledge of materials available, types of entertainment, buffets, cook-outs, formal and informal meals, teas.	
	Plan, prepare and serve a tea or buffet for special guests.	
Expenditure of the Food Dollar	*Details under Comprehensive I and II.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Relationship of food to total budget	View film on Consumer Buying. Discuss.	
Different cost levels for meals	Display samples or pictures of a variety of food products. Decide which foods are high, medium. and low cost and group these items, Divide class into three groups. Each group will take one of the three groups of food and plan menus around these foods (low, medium, and high cost meals). Remember to apply principles of meal planning here.	
How to cut food costs	Suggest ways to cut food cost when shopping and when preparing meals.	Books: 42, 46, 48, 52
	Panel discussion - "What is a bargain?" or " Is the price right?"	
Labeling, can sizes, legislation, grading	Have each student bring in a label from a canned food. Identify what is included on a label. Determine required and optional information. Students evaluate labels.	
	Display cans to show can sizes. Decide what would influence the size can one would choose.	
	Show several grades of a food item. Compare for quality and decide what use could be made of each.	
	Have students report on grading related to milk, eggs, and meat.	
	View film on grading and inspection.	Films: 18, 21
Type of markets	Have students survey why their mothers or neighbors buy food where they do. List the factors. (Location, cleanliness, size, services, etc.)	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Take field trip to market - have manager discuss layout, psychological influences, etc.	
Advertising	Have speaker (example business education department) speak on the influence of advertising - both advantages and disadvantages.	
Factors which affect food decisions	Describe several typical families. Have buzz groups determine factors which influence food buying, such as family, size and age, location of home, income, type of employment, etc.	

Some Main Ideas and Generalizations:

- Each nutrient has specific functions and influences the function of other nutrients.
- Food requirements are determined by age, size, sex, and activity.
- A realization of the good and ill effects of one's food choices can be an incentive for changing.
- Feeding a family is an important part of the homemaker's job and is reflected in her family's health.
- Personal satisfaction is obtained when nutritious foods and hospitality are extended to guests.
- The knowledge of foods that go well together can help one to plan nutritious entertainment foods.
- The application of management principles can speed-up work when performing tasks.
- Rational choice becomes more difficult as the number of food products and ways of merchandising them increases.
- Consumer choices influence market practices, prices, and the qualities of food in the market.

- Federal, state and local agencies work toward the protection and guidance of consumers in their purchase of foods by certifying wholesomeness and freedom from adulteration, by establishing standards of identity, by requiring truthful labeling, and by prohibiting false statements in advertising.

FOODS, NUTRITION, AND HEALTH

UNIT - DEVELOPING ABILITY IN FOOD MANAGEMENT

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

Informed consumers making rational and discriminating choices in the purchase of food can influence the functioning of the market to serve consumer interests and to improve the effective use of resources.

Behavioral Outcomes Expected:

- Acquires some ability to manage the family food expenditures so maximum returns can be obtained.
- Recognizes and evaluates food merchandising practices.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Buying Food for the Family	Introduce unit by a poster - black and white - showing percentage of average income spent for food in U.S. (30-48%)	Books: 42, 46, 48, 52
Relationship of food cost to total income	Discuss the various factors that affect the cost of food for a family.	
Factors affecting cost	Discuss types of stores and services they provide the consumer, also ideas used to promote sales such as trading stamps, etc.	
Merchandising	Invite local store manager to discuss with class: the psychology of merchandising the responsibilities of the shopper the protection of the consumer.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Develop with students definition of "a bargain". Discuss "impulse buying", compare with thoughtful decisions.	
	Visit a supermarket either as a class or individually. Observe: Variety of products (5000 to 8000) - sizes - types of containers for same product, etc. Arrangement in sections - perishables near check-out, etc. Displays Unusual foods and foods from foreign countries. How foods are protected from dust and people. How vegetables and fruits are kept fresh. Articles near check-out to promote impulse buying,etc.	Pamphlets: 33, 34 35, 36, 41
Protective agencies	Assign special reports on: Federal Food, Drug, and Cosmetic Act Federal Meat Inspection Act Federal Trade Commission Milk Ordinance and Code Poultry Products Inspection Act	
Income levels	View films and discuss.	Films: 48 - 56
	Distribute menus of different cost for students to evaluate. Have them decide which menus are appropriate for each income level (high, low, medium).	
Food shopping	Display from local stores attractive "memo" pads to hang on kitchen wall.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
List needed items	Discuss importance of listing items as they are used, also need for checking supplies on hand and reading current food advertisements before going shopping.	
Grouping types of foods	Discuss importance of a shopping list as an aid in buying groceries. Stress importance of grouping similar items and putting canned and bottled groceries which are heaviest in the bottom of the grocery cart, staples next, fresh fruit and vegetables near the top and frozen foods selected last.	
	Have students plan a grocery order for one of the menus she evaluated previously.	
	Assign students the responsibility of buying the groceries for their own family or accompanying their mothers' grocery buying for a week.	
	Discuss reported experiences and observations in class.	
Working mothers	Consider the effect of the mother working away from home on the kinds of groceries purchased and the amount of money spent for food.	
Use of food	Demonstrate that the cheapest food is not always the best, neither is it necessary to buy the most expensive food always. Relate grade of food to be purchased to the use to be made of the food.	
Cutting costs	Show how the amount of money spent for food can be cut if the homemaker: shops carefully according to a plan. eliminates waste in preparation and in amounts prepared. prepares and serves some low-cost foods. plans for the use of left-overs.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Comparing costs	Make a comparison study of cost of various forms of foods that can be purchased as fresh, canned, frozen, etc., also food prepared entirely in the home with food partially prepared and food ready to serve when purchased.	
	Make a comparison study of can sizes, package sizes, types of containers as plastic vs. boxes, brand names, etc.	
Storage of Food in the Home	Discuss importance of correct storage of food in light of the food dollar.	Pamphlet: 63, 64, 65
	Demonstrate correct storage of: Dried and fresh fruits Cereals and Breads Cheese and Milk Eggs and Butter Meats, Fish, and Poultry Dry, Fresh, and Frozen Vegetables Left-Over Foods	

Some Main Ideas and Generalizations:

- Shopping for food is a process that requires thoughtful planning and careful executing.
- Food markets provide a variety of products and accommodations for the shopper who should show her appreciation by being considerate of employees and other shoppers.
- The careful storage of food in the home and the creative use of left-overs contribute to the wise use of the food dollar.

FOODS, NUTRITION, AND HEALTH

UNIT - DEVELOPING INCREASED SKILL IN FOOD PREPARATION AND SERVICE

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

The organization of activities in providing food for the family or friends involves planning and coordinating of resources to meet the demands.

Behavioral Outcomes Expected:

- Develops increased ability to plan, prepare, and serve food for family meals and for special occasions.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Creativity Cookery	Have students write their own definiton of "cooking". Discuss their written definitions and stress how cooking can be enjoyable and creative.	Films: 19, 23
	Teacher demonstrate or display a variation of some usual food.	
	Allow students time to search for suggestions or ideas to vary the usual recipes. Have class agree on ones they would like to try and in groups of two's make plans for preparation.	Cookbooks: 4, 18, 9
	Review correct procedures of measuring and mixing, safety and management principles, and other laboratory procedures.	
	Prepare foods, have "Tasting Party" and evaluate ideas tried as well as management abilities exhibited.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Refer to Suggested Experiences for Comprehensive II and Advanced Comprehensive in developing creativity and management abilities in food preparation for family and unexpected guests. Give further experience with greater depth in preparation of meats and sea foods, also baked goods including pastries and yeast breads.	
Special Occasion Foods	Display pictures of foods for special occasions. Make a list of possible entertaining situations to be carried out in class: entertaining at parties, teas, buffet meals. (Choice of the occasion depends on the school situation). Plan and prepare with the class for these special occasions including: invitations, foods served, use of resources, role of hostess and guests, table decorations and setting, serving.	

Some Main Ideas and Generalizations:

- The role of food as a symbol of hospitality and friendliness justifies an appropriate use of resources.

- Participation in planning, preparing and serving meals can be a source of pleasure and satisfaction and provides an opportunity for aesthetic and creative expression.

FOODS, NUTRITION, AND HEALTH

UNIT - ACQUIRING THE KNOWLEDGE AND ABILITY TO PLAN AND PREPARE FOOD OF OTHER CULTURES

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

The kinds of foods, the ways they are prepared, their grouping in meals, and even the manner in which they are served and eaten constitute the food customs that are characteristic of a country or region. Though these customs differ widely, they can meet nutrient needs equally well.

Behavioral Outcomes Expected:

- Acquires the knowledge and ability to plan and prepare dishes and meals typical of some foreign countries.
- Develops a better understanding of the people by studying their food customs.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Foods of Other Countries	Invite someone who has traveled in foreign lands to discuss food patterns of other countries. Compare similarities and differences of food practices, kinds of foods served, number of meals per day, methods of cooking and serving, table etiquette. Display on bulletin board pictures of foods of other countries.	Books: 8, 24, 33, 45
Food and Religious Beliefs	If possible, invite a member of the community to help discuss and demonstrate the food of her country. Plan for appropriate table decoration and service.	Cookbooks: 1, 13

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Plan, prepare, and serve a foreign or regional meal or meals (the number will depend on time and money available).	
	Draw from class knowledge of food customs related to religion.	
	Have students list familiar foods and identify those of foreign, regional, or religious origin.	
	Have students summarize the characteristics of food from each country.	
Food as related to areas of the United States	Have students who have lived in other areas of the U.S. describe the food of that area.	
	Evaluate work in this unit by having students write a report on foreign, regional, or religious food customs and their influence on our everyday life. Include the influence of this knowledge on understanding the people.	

Some Main Ideas and Generalizations:

- A knowledge of foreign foods is of value to the American homemaker in that it enables her to have more variety in the meals she prepares for her family and friends and to understand people different from herself.

- Specific foods, methods of preparation and serving, and times at which these foods are eaten acquire symbolic meanings associated with religious beliefs and ceremonies, social usage, status, ethnic and family tradition.

FOODS, NUTRITION, AND HEALTH

UNIT - RECOGNIZING VARYING NUTRITIONAL NEEDS OF INDIVIDUALS WITHIN A FAMILY OR A COMMUNITY

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

Adequate nutrition can be attained with many variations and combinations of foods geared to meet the varying needs of individuals.

Behavioral Outcomes Expected:

- Recognizes the food needs of individuals and makes adjustments to dietary problems when they are present within a family.
- Recognizes the importance of a nutritious diet for a mother before, during, and after pregnancy.
- Recognizes the effects of the present diet of the teenager on her future well-being, e.g., pregnancy, resistance to disease, aging.
- Develops some skill in assisting with meals during emergencies in the home or community.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Special Diets	Discuss the food needs of individuals by reviewing material on basic four food groups and nutrients from Comprehensive I and II.	Books: 15, 20. 9, 18
Liquid Soft Light Special diets for diseases that do not make a person bedridden	Demonstrate ways to adapt food to special needs. Give student basic menu to adjust to needs of the ill, elderly, and the very young. Prepare attractive tray of food to show above adjustments. Consider: small portions, attractiveness, variety, color, surprises, ease in eating, etc.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Examine individual diets recommended by a doctor for specific illnesses or allergies.	
Weight Control	Evaluate present methods being used by students for weight control using magazine articles and newspaper clippings. Discuss effects of present eating habits on student in the future as to motherhood, resistance to disease, and aging.	Films: 103
Allergies	Students check current magazines for information on teen-age nutrition and on food allergies and report to class.	
Pregnancy, lactation	Interview mothers in order to find out dietary problems during pregnancy. Discuss the importance of consulting a doctor during early pregnancy to maintain health and control weight.	
Feeding the Baby	Show filmstrip depicting care and feeding of the baby. Bring out in the discussion the opportunity for cuddling the baby at mealtime whether it is bottle or breast fed.	Films: 85
	Present how to sterilize bottles and other procedures in feeding the baby.	
	Have mother or nurse present to the class problems of infant feeding.	
	Discuss feeding schedules and ways to develop good food habits in children.	
	Bulletin board or display of the new foods for infants on the market.	
Food in Home Emergencies	Have students suggest ways of meeting emergencies when the homemaker is	Pamphlets: 15, 26

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	unable to prepare meals for the family.	
Types of home emergencies Illnesses Accidents	Plan several menus that the father and children might prepare using foods such as:	
Types of foods	canned frozen quick cook foods ready-to-eat TV dinners others	
Community resources	List community resources for family meals during emergencies. Restaurants Catering services Relatives' homes, etc.	
Food in Community Emergencies	Have pupils compile a list of emergencies which could be experienced in local areas.	Civil Defense Pamphlets
Explosions Atomic bombs Floods Tornado, cyclones Hurricanes Fires Droughts	Have pupils relate personal experiences or those of their families when emergency foods and improvised equipment were used in preparing family meals.	
Individual responsibility for emergency feeding	Ask local Civil Defense or Red Cross or Health Department official to talk on the individual's contributions in emergency feeding.	
	Have pupils list the responsibilities they can assume in case of a community disaster in order to provide for the physical and emotional well being of family members.	Red Cross Health Department
Emergency food supply	Have pupils read available literature on supplying family meals in an emergency.	
	Have pupils plan menus to show the use of an emergency food supply.	
	Demonstrate water purification.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Improvise equipment for preparing and serving meals	Have pupils list improvised equipment which might be used in food preparation. Have class use one of the suggested menus and plan the improvised equipment to use when preparing and serving meals during an emergency.	
Use of emergency foods	Have class use emergency foods and improvised equipment in preparing and serving one of the meals planned.	

Some Main Ideas and Generalizations:

- Family members sometimes have dietary problems which require special meal planning, preparation, and family adjustment.
- A good diet is especially important during pregnancy and lactation.
- Food habits and attitudes of a child are developed at an early age.
- Well-prepared foods of the right kind and amount help a child to develop good eating habits.
- One who makes use of the information on Civil Defense is less likely to panic in times of disaster.
- The everyday nutritional needs of family members may be met during times of disaster through the use of a planned emergency food supply.

FOODS, NUTRITION, AND HEALTH

UNIT - RECOGNIZING SCIENTIFIC AND CREATIVE ASPECTS OF FOOD PREPARATION

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

Directions for obtaining a product of given characteristics are reliable only when the nature of the original food or food mixture, and the effect of the physical and chemical processes to which it will be subjected are considered.

Behavioral Outcomes Expected:

- Develops an interest in and curiosity about the "why" as well as the "how" of food preparation.
- Develops some standards for judgment in making decisions as to the relative merits of various food products, methods, techniques or theories on a scientific basis.
- Is able to apply scientific food and nutritional information to a new situation.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Cooking is a Science	Have you ever wondered why a recipe failed? Have you wanted to substitute one ingredient for another but have been afraid to try? Have you wondered how the information about vitamins was obtained? Explain "food research" as a scientific study seeking answers to such questions by planned observation and explanation.	Books: 31, 41, 48
Steps and terms in research	Study problem, "Will lard used in pastry yield as good a product as Crisco?"	Other: 2, 5

Review of literature about pastry and lard, and make notes of any previous work done using lard in pastry.

Make careful plans for solving the problem. Choose a recipe, determine the order in making pastry, and choose the manner to determine the quality of the pastry. These are the methods used to solve the problem. Choose the equipment and ingredients to be used. These are the materials. Accurate records must be kept which are called data.

Make the pastry twice identical except for the shortening used. One time use lard, the other time Crisco. The difference is known as the variable and should be the only cause of any difference between the two products.

The pastry containing the Crisco (or other hydrogenated fat) is called the standard since it is used as a reference when deciding upon the quality of the lard pastry.

Decide if the one containing lard is superior, inferior, or of the same quality as the other. Have a group of persons taste and evaluate the pastry. This is called subjective testing.

Use of mechanical apparatus to test the quality of the pastry is called objective testing.

Repeat several times to be sure the results are due to the variable and not chance.

Write up the experiment, stating the results obtained.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Study and experiment with other problems in food preparation following the general outline above. Encourage students to determine their own problem and carry out their own experimentation. Refer to unit under Advanced Comprehensive for problems to be studied.	

Some Main Ideas and Generalizations:

- The sensory qualities, nutritive value, and safety of foods may be altered by the physical and chemical environment such as changes in temperature, kind of manipulation, and the presence of water, oxygen and other chemical substances. These changes are usually interrelated and are often affected by time.
- Research extends our understanding of and ability to control the nature of food and its behavior.
- The importance of exactness, accuracy, and neatness is necessary in scientific experimentation with foods.

FOODS, NUTRITION, AND HEALTH

UNIT - COMPREHENDING NEW DEVELOPMENTS IN FOODS AND NUTRITION

Grade Level 11 and 12. Approximate Time - Semester

Generalization:

As a result of continuous study and research, new information and developments concerning foods and nutrition lead the way to new products, methods, techniques, and understandings.

Behavioral Outcomes Expected:

- Recognizes new developments in the area of foods and nutrition.
- Applies new knowledge to everyday situations.
- Maintains interest in future knowledge and development.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
New Developments and Information	Check recent textbooks and magazines for recent information on inventions or discoveries that relate to foods or nutrition. Report to class, discuss. Assemble information concerning food used by astronauts and aquanauts. Discuss psychological attitudes toward changes and new ideas. Discuss careers for home economists in the area of food research for astronauts and aquanauts. Display a new food and have students sample. Note reactions and discuss. (e.g., freezer dried foods, irradiated food, puff dried)	Other Sources of Information: 13, 14, 20

Some Main Ideas and Generalizations:

- Acceptance of change is necessary for emotional security in a rapidly changing world.
- Weightlessness and gravity affect food utilization by the body as well as habits of eating.
- Space travel challenges nutritionists to develop nutritionally adequate food in new forms for different environments.

FOODS, NUTRITION, AND HEALTH

BOOKS

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2. American Home Economics Association. HANDBOOK OF FOOD PREPARATION. Washington, D.C.: American Home Economics Association, 1963.

3. Ball Brothers Company. HOME CANNING AND FREEZING SKETCH BOOK. Muncie, Indiana.

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2. BETTER HOMES AND GARDENS BAKING BOOK. Institutional Book Service, Jackson Boulevard and Racine Avenue, Chicago, Illinois.

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4. BISQUICK COOK BOOK (Creative ideas). General Mills, Inc., 9200 Wayzata Boulevard and Racine Avenue, Chicago, Illinois.

5. Crocker, Betty. COOKBOOK FOR BOYS AND GIRLS. General Mills, Inc.

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7. Crocker, Betty. COOKIE BOOK. General Mills, Inc.

8. Crocker, Betty. NEW AND EASY COOKBOOK. General Mills, Inc.

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10. Crocker, Betty. NEW PICTURE COOK BOOK. General Mills, Inc.

11. Duffie, Mary. SO - YOU ARE READY TO COOK. Minneapolis: Burgess Publishing Company.

12. English - Speaking Union. INTERNATIONAL COOK BOOK. New York: English - Speaking Union of the U.S.

13. FOOD WONDERS OF THE WORLD. Kellogg Company, Battle Creek, Michigan.

14. FROZEN FOODS COOKBOOK. General Foods Kitchens, Random House, New York, N. Y.

15. Marsh, Dorothy B. BARBECUE COOK BOOK FOR INDOORS AND OUTDOORS. Good Housekeeping Institute.

16. PILLSBURY FAMILY COOK BOOK. The Pillsbury Company, Minneapolis, Minnesota. (Good illustrations of utensils).

17. Shevillo, Mary. TIME FOR COOKING. (45 minutes - Recipes for Use in Foods Classes). Cleveland: Reardon Publishing Company.

18. THE SPICE ISLANDS COOK BOOK. Menlo Park, California: Lane Book Company.

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20. Davis, Barbara. LEARNING SCIENCE THROUGH COOKING. New York: Sterling Publishing Co., Inc., 6 E. Thirty-Ninth Street, New York, New York 10016.

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Baking

1. Basic Pastry Dough. International Milling Company, Minneapolis, Minnesota.
2. Better Baking. Proctor and Gamble Corporation, Cincinnati, Ohio.
3. Breads You Bake with Yeast. Betty Crocker, 9200 Waysata Blvd., Minneapolis, Minnesota.
4. How to Master the Art of Pastry Making. Betty Crocker, 9200 Wayzata Blvd., Minneapolis, Minnesota.
5. Yeast Breads and Coffee Cakes. Wheat Flour Institute, 309 W. Jackson, Chicago, Illinois.
6. Your Daily Bread. American Bakers Association, 20 N. Wacker Drive, Chicago, Illinois.

Beverages

7. Coffee, the friendly flavor. General Foods Corporation, White Plains, New York.
8. 33 New Tea Drinks. Thomas J. Lipton, Inc., Hoboken, New Jersey.

Breakfast

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12. Brighter Breakfasts. Bulletin #443, Extension Service, Ohio State University, Columbus, Ohio.

Food Buying

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14. Cheese Buying Guide for Consumers. Marketing Bulletin #17, U.S.D.A., Washington 25, D.C.
15. Convenience Foods in the Grocery Basket. Marketing Bulletin #22, U.S.D.A., Washington 25, D.C., 1962.
16. Facts About Beef. Beef Committee of the National Live Stock and Meat Board, 36 Wabash Avenue, Chicago 3, Illinois.
17. Facts for Consumers.- Food Additives. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1965.
18. Facts for Consumers - Food Standards. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1965.
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23. Food Facts vs. Food Fallacies. U.S. Department of Health, Education, and Welfare, 1965.
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25. Helping Families Plan Food Budgets. Miscellaneous Publication #662, U.S.D.A, Washington, D.C., 1952.
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27. The Label Tells the Story. Grocery Mfg. Association, Inc., 205 East 42nd Street, New York 17, New York.
28. Meat Inspection, Low-cost Protection. Picture Story #125, U.S.D.A., Washington, D.C., 1960.
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30. Poultry Inspection: A Consumer's Safeguard. Program Aid #299, U.S.D.A., Washington, D.C., 1959.

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32. Read the Label on Foods, Drugs, Devices, Cosmetics, and Household Chemicals. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1965.
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35. Tips on Selecting Fruits and Vegetables. Marketing Bulletin #13, U.S.D.A., Washington, D.C., 1961.
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43. Food for Families with Young Children. Home and Garden Bulletin #5, U.S.D.A., Washington, D.C., 1962.
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46. Food and Your Weight. Home and Garden Bulletin #74, U.S. Department of Agriculture, Washington, D.C., 1960.
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48. I'm Pregnant - What Should I Eat and Why? Ohio Department of Health.

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50. Food Freezing Facts. Home Service Committee, Edison Electric Institute, 750 - 3rd Avenue, New York 17, New York.
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Food Storage

62. Home Care of Purchased Frozen Foods. H and G Bulletin #69, U.S.D.A., Washington, D.C., 1960.
63. Home Freezers - Their Selection and Use. H and G Bulletin #48, U.S.D.A., Washington, D.C., 1956.
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65. Storing Perishable Foods in the Home. H and G Bulletin #78, U.S.D.A. Washington, D.C., 1961.
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Meal Planning and Preparation

67. Conserving the Nutritive Values in Foods. H and G Bulletin #90, U.S.D.A., Washington, D.C.
68. Cheese Varieties and Descriptions. Agriculture Handbook #54, U.S.D.A., Washington, D.C., 1953.
69. Dry Peas, Beans, Lentils - Modern Cookery. Leaflet #326, U.S.D.A., Washington, D.C., 1957.
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88. Special Purpose Foods and Special Public Health Decisions. Council of Foods and Nutrition, American Medical Association, 1961.

FILMS AND FILM STRIPS

Baking

1.	All About Pie	Betty Crocker Film Library General Mills, Inc. 9200 Wayzata Boulevard Minneapolis, Minnesota 55440	Loan or Purchase
2.	Angel Food and Chiffon Cakes		
3.	Batter Breads		
4.	Beautiful Cakes		
5.	Better Biscuits		
6.	Breads You Bake with Yeast		
7.	Cooky Wise		
8.	Double-quick Method of Making Cakes	General Mills Educational Services	Film on Loan
9.	The Bake-It Easy Way to Yeast Treats (16 mm Sound Films - each 5 minutes demonstrations) including:	Standard Brands, Inc. Room 1212 420 Lexington Avenue New York 17, New York	

Cooking on Ice - Techniques for refrigerator doughs.
Flip the Switch - Batter techniques.
Quick, the Mix - Package Mix used as yeast baking short cut.

10.	Quick Breads I. - Biscuit Method II - Muffin Method III - Variety Round-up	Wheat Flour Institute 309 West Jackson Blvd. Chicago 6, Illinois	Filmstrip Purchase
11.	Principles of Baking	Division of Audio-Visual Education State of Ohio Department of Education	11 minutes

Beverages

12. Coffee Please. Coffee Brewing Institute, 120 Wall Street, New York, New York.
13. Tea Times. Tea Council of U.S.A., 13 E. 37th Street, New York 16, New York.

Breakfast

14. Better Breakfasts. Cereal Institute, Inc., 135 S. LaSalle Street, Chicago, Illinois. 11 minutes.
15. Breakfast for B.J. Pillsbury Company, Minneapolis 2, Minnesota. 60 frames.
16. Guide to Breakfast. The Kraft Kitchens, P.O. Box 986, Dayton, Ohio.
17. Why Eat a Good Breakfast. Cereal Institute, Inc., 135 S. LaSalle Street, Chicago, Illinois. 34 Frames.

Cooking and Serving Meals

18. Cooking Terms and What They Mean. Ideal Pictures, 40 Melrose Street, Boston 16, Massachusetts.
19. Convenience Cookery. Evaporated Milk Association, 228 N. LaSalle Street, Chicago 1, Illinois. 41 frames.
20. Creative Cookery with Cereal. Cereal Institute, 135 S. LaSalle Street, Chicago, Illinois. 30 frames.
21. Effect of Heat on Milk. Evaporated Milk Association, 347 Madison Avenue, New York 17, New York. 10 minutes.
22. How To Be A Successful Hostess. Association Films, Ridgefield, New Jersey. 27 minutes.
23. How's Your Sense of Taste. Heinz Company, 1062 Progress Street, Pittsburg 12, Pennsylvania.
24. Mealtime Can Be Magic. General Mills, Inc.,420 Lexington Avenue, New York 17, New York.
25. Modern Meal Planning. Campbell Soup Sompany, Camden 1, New Jersey.
26. Menu Planning. Ohio Department of Health, 450 East Town Street, Columbus, Ohio.
27. Groundbeef - Passport to Far-Away Eating. Evaporated Milk Association, 228 N. LaSalle Street, Chicago, Illinois. 36 frames.
28. Main Dishes in Family Meals. United States Department of Agriculture, Washington 25, D.C. FS, 22 frames.

29. Meals to Suit Your Family. California Agricultural Extension Service, Berkeley, California. MP.
30. Measuring Accurately. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. FS, 40 frames.
31. Measuring in Cooking. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. MP, 10 minutes.
32. Menu Planning. Ohio Department of Health, 450 E. Town St., Columbus, Ohio, 10 minutes.
33. Organizing and Preparing Meals. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York.
34. Planning and Organization of a Meal. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York.
35. Pictorial Meal Planning. Del Monte, P. O. Box 4100, Clinton, Iowa. 40 frames.
36. Potato Appeal. Union Pacific Railroad, 1416 Dodge St., Omaha 2, Nebrasks. 10 minutes.
37. Pre-preparation of Vegetables. Ohio State University Extension Service, Columbus, Ohio. MP, 13 minutes.
38. Principles of Cooking. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
39. Quick Meals from the Freezer. Association Films, 347 Madison Avenue, New York 17, New York. MP, 16 minutes.
40. Serving Meals Attractively. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. 40 frames.
41. Sharing Work at Home. Coronet Films, Coronet Bldg., Chicago 1, Illinois. MP, 11 minutes.
42. Terms in Recipes and What They Mean. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. MP, 11 minutes.
43. Tips From Your Freezer. Iowa State University, Extension Dept., Ames, Iowa. MP, 20 minutes.
44. Understanding Cooking Terms. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. FS, 40 frames.

Desserts

45. Designing Desserts. General Foods, 250 North Street, White Plains, New York. FS, free.
46. Desserts in Color. General Foods, 250 North Street, White Plains, New York. FS, free.

Dishwashing

47. How to Save 30 Minutes a Day. Rubbermaid Home Service Center, Wooster, Ohio. FS.

Food Buying

48. Buying Food. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. 12 minutes
49. Buying Food Wisely. McGraw-Hill, 330 W. Forty-Second Street, New York 18, New York. 40 frames.
50. Consumer Protection. Coronet Films, Coronet Bldg, Chicago, Illinois. 11 minutes.
51. Fact, Fad, and Fallacy about Food. Florida Agricultural Extension Service, Gainesville, Florida.
52. Focus on Food Dollars. Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, Illinois. FS
53. More Food for Your Money. Ohio Department of Health, 450 E. Town St., Columbus, Ohio.
54. More for Your Money. Social Science Films, University of Wisconsin, Madison, Wisconsin.
55. Wise Food Buying. Social Science Films, University of Wisconsin, Madison, Wisconsin.
56. When It's Your Turn at the Meat Counter. United States Department of Agriculture, Washington 25, D. C. 28 frames.

Food Preservation

57. Design for Dining. Association Films, 347 Nadison Ave., New York 17, New York. FS, 18 minutes.
58. Freeze with Ease. C & H Sugar Company, Modern Talking Picture Service, 3 East 54th St., New York 22, New York.
59. Preservation Yesterday, Today, and Tomorrow. Modern Talking Picture Service, 3 East 54th St., New York 22, New York. 28 minutes.
60. Principles of Home Canning. Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.
61. A Quicker, Better Way to Make Jellies and Jams. Ball Brothers, Muncie, Indiana.
62. Treasures for the Making. Association Films, 347 Madison Ave., New York 17, New York. 20 minutes.

The Whys and Hows of Canning Tomatoes. Ball Brothers, Muncie, Indiana.
The Whys and Hows of Canning Beans. Ball Brothers, Muncie, Indiana
The Whys and Hows of Canning Dill Pickles. Ball Brothers, Muncie, Indiana.

Food Storage

63. The Best Dressed Foods. Alcoa Wrap, 796 Alcoa Bldg., Pittsburg 19, Pennsylvania.
64. Package It Right. Frigidaire, General Motors Corporation, Dayton, Ohio. 72 frames.
65. Why Foods Spoil. Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois

Frostings

66. Frostings. C & H Sugar Company, 215 Market St., San Francisco 5, California.
67. Artists in the Kitchen. Nestle Company, 100 Bloomingdale Road, White Plains, New York.

Fruits and Vegetables

68. How to Use Oranges. Modern Talking Picture Service, 3 East 54th Street, New York 22, New York.
69. How to Use Grapefruit. Modern Talking Picture Service, 3 East 54th Street, New York 22, New York.
70. The Sun Goes North. Modern Talking Picture Service, 3 East 54th Street, New York 22, New York.
71. Guide to Vegetables. Kraft Foods, P. O. Box 986, Dayton, Ohio.

Kitchens

72. The Miracle Kitchen. Modern Talking Picture Service, 3 East 54th Street, New York 22, New York. 14 minutes.
73. New Room in Your Kitchen. Rubbermaid Home Service Center, Wooster, Ohio. 69 frames.

Meats

74. Bringing Home the Bacon. Ellen Edwards - Consumer Service
75. How to Buy Meat - Part I. Swift and Company, Union Stock Yards, Chicago 9,
    Part II. Illinois.
    Part III.
76. How to Cook Meat. National Livestock and Meat Board, 407 S. Dearborn Street, Chicago 5, Illinois
77. 101 Cuts of Meat. National Livestock and Meat Board, 407 S. Dearborn Street, Chicago 5, Illinois.
78. Serving Meats Attractively. McGraw-Hill, 330 West Forty-Second Street, New York 18, New York. FS, 40 frames.
79. When It's Your Turn at the Meat Counter. United States Department of Agriculture, Washington 25, D. C. FS, 28 frames.

Nutrition

81. Community Health and You. McGraw-Hill, 330 West Forty-Second Street, New York 18, New York. 10 minutes.
82. Consumer Problems in Nutrition. McGraw-Hill, 330 West Forty-Second Street, New York, 18, New York. FS, 50 frames.
83. Eat Well, Grow Well. Coronet Films, Coronet Bldg., Chicago, Illinois. MP, 11 minutes.

84. Fact, Fad, and Fallacy about Food. Agricultural Extension Service, Gainsville, Florida.
85. Feeding the Baby: Feeding the Patient. McGraw-Hall, 330 West Forty-Second Street, New York, New York.
86. Food That Builds Good Health. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
87. Fun in Foods. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
88. Fundamentals of Diet. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
89. Go, Grow, Glow. Carnation Milk Company, Los Angeles, California.
90. Good Eating Habits. Coronet Films, Coronet Bldg., Chicago, Illinois. MP, 11 minutes.
91. Good Food, Good Health, Good Looks. Swift and Company, Union Stockyards, Chicago 9, Illinois.
92. How Food Is Digested. McGraw-Hill, 330 West Forty-Second Street, New York, New York. FS, 50 frames.
93. The Human Body: Nutrition and Metabolism. Coronet Films, Coronet Bldg., C Chicago, Illinois. MP, 14 minutes.
94. Losing to Win. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
95. Magic Food. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
96. The Medicine Man. Ohio Department of Health, 420 E. Town Street, Columbus, Ohio.
97. The Nutrients in Foods. McGraw-Hill, 330 West Forty-Second Street, New York, New York. FS, 50 frames.
98. Nutritional Needs of Our Bodies. Coronet Films, Coronet Bldg., Chicago, Illinois. MP, 11 minutes
99. Nutrition Sense and Nonsense. Smith, Kline, and French, 1500 Spring Garden Street, Philadelphia, Pennsylvania.
100. Obesity. Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.
101. Rest and Health. Coronet Films, Coronet Bldg., Chicago, Illinois. MP, 11 minutes.
102. Understanding Vitamins. Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois. MP, 11 minutes.
103. Weight Reduction Through Diet. Ohio Department of Health, 420 E. Town St., Columbus, Ohio.
104. You and Your Food. McGraw-Hill, 330 West Forty-Second Street, New York, New York.
105. Your Food. Ohio Department of Health, 420 E. Town St., Columbus, Ohio.

Safety

106. Kitchen Safety, McGraw-Hill, 330 West Forty-Second Street, New York, New York. MP, 13 minutes.
107. Safety in the Kitchen. McGraw-Hill, 330 West Forty-Second Street, New York, New York.
108. Safety Is Up To You. Evaporated Milk, 228 North LaSalle Street, Chicago 1, Illinois. FS, 36 frames.

Salads

109. Song of a Salad. H. J. Heinz Company, Pittsburg 12, Pennsylvania. FS, 104 frames, free.
110. What Makes a Good Salad. General Foods Corporation, White Plains, New York.

Sandwiches

111. Sandwiches Please. Wheat Flour Institute, 309 West Jackson Blvd., Chicago, Illinois.
112. Secrets of Sandwichery. Corn Products Company, 106 Fifty-Sixth Street, New York 22, New York.

Seasonings

113. How's Your Sense of Taste? H. J. Heinz Company, Pittsburg 12, Pennsylvania.
114. Kitchen Keyboard (spices). Modern Talking Picture, 3 East Fifty-Fourth Street, New York 22, New York.
115. Secrets of Seasoning. McCormick & Company, Inc., 414 Light Street, Baltimore, Maryland.
116. Secret of Sauces with Mayonnaise. Audio Visual, P. O. Box 243, Bronxville, New York. FS, 35 frames.

Special Occasions

117. Alice in Partyland. Dr. Pepper Company, Box 5086, Dallas 2, Texas.
118. Class Parties. McGraw-Hill, 330 West Forty-Second Street, New York, New York. FS, 35 frames
119. Foods of Hawaii - their cultural background. C & H Sugar Company, 215 Market Street, San Francisco 5, California.
120. Date for Dinner. Kimberly-Clark, Educational Department, Neenal, Wisconsin. MP, 14 minutes.
121. Outdoor Cooking. Reynolds Metal Company, 6601 West Broad Street, Richmond, Virginia.
122. Perfect Party. McGraw-Hill, 330 West Forty-Second Street, New York, 18, New York. FS, 35 frames.

Table Setting and Manners

123. Beyond Reasonable Doubt. Ohio Department of Health, 420 East Town Street, Columbus, Ohio.
124. Designs for Dining. Association Films, 347 Madison Ave., New York 17, New York. Loan
125. Etiquette at Home. McGraw-Hill, 330 West Forty-Second Street, New York 18, York. Loan.
126. Etiquette in Public. McGraw-Hill, 330 West Forty-Second Street, New York 18, York. Loan.

127. Fashions in Dining. Sears, Roebuck and Company, Consumer Education Division, 925 South Homan Avenue, Chicago, Illinois
128. Good Table Manners. Coronet Films, Coronet Bldg., Chicago, Illinois. MP, 11 minutes.
129. How to be a Successful Hostess. Association Films, 347 Madison Avenue, New York 17, New York. Mp, 27 minutes.
130. Table Manners. McGraw-Hill, 330 West Forty-Second Street, New York 18, New York. Loan.
131. Table Modes and Manners. Melamine Council, 75 West Street, New York 6, New York.
132. Table Setting. McGraw-Hill, 330 West Forty-Second Street, New York 18, New York. 35 frames.

OTHER SOURCES OF INFORMATION

1. The American Dietetics Association, 620 North Michigan Avenue, Chicago 11, Illinois.
2. "Adventures in Food Science"
   A. Color in Foods -- Chlorophyll - Bulletin 8
   B. Color in Foods -- Color Changes in Meats - Bulletin 10
   C. Color in Foods -- Fun with Anthocyanins - Bulletin 9
   D. Exploring Leavenings - Bulletin 11
   E. Water and Tissue Changes in Fruits and Vegetables

   Agricultural Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, Florida.

3. Consumer Service Division, National Canners Association, 1133 Twentieth Street, N.W., Washington, D. C. 20036
4. "Developing Creativity Through Home Economics Teaching," Illinois Teacher, Vol. VI., No. 4. Home Economics Education, University of Illinois, 1961.
5. "Experimentation in the Teaching of Foods," Illinois Teacher, Vol. VI., No. 4, Home Economics Education, University of Illinois, Gregory Hall, Urbana, Illinois.
6. Family Economics Review. Consumer and Food Economics, Research Division, Agricultural Research Service, United States Department of Agriculture, Washington, D. C.
7. Food and Nutrition News, National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois.
8. National Federation of Coffee Growers of Colombia, S. A., 120 Wall Street, New York 5, New York.
9. General Foods Kitchens, General Foods Corporation, 250 North Street, White Plains, New York.
10. Health Education Materials Catalogue, National Dairy Council, 111 North Canal Street, Chicago 6, Illinois.
11. Institute of Health and Life Insurance, 488 Madison Avenue, New York 22, New York.

12. Learning Aids from Betty Crocker of General Mills, 9200 Wayzata Boulevard, Minneapolis 26, Minnesota.

13. Nutrition Science and You, Olof Mickelsen, National Science Teachers Association, 1201 Sixteenth Street, Washington, D. C.

14. Nutrition Today - A magazine for Health Professions - Published quarterly for the Florida Citrus Commission by Cortez F. Enloe, Inc., Suite 1010, 551 Fifth Avenue, New York, New York 10017.
Vol. I, No. I, March, 1966
"Breakfast in Sealab II," also "What Made the Russians Run?"

15. Ohio's Health - Monthly Publication of the Ohio Department of Health, also Ohio Department of Health Film Catalog, 450 E. Town Street, P. O. Box 118, Columbus, Ohio.

16. Practical/Forecast, February, 1961, p. 95, "Rat Feeding Experiment."

17. Practical/Forecast, September, 1963, "The Wonders of Food Preservation."

18. Practical/Forecast, January, 1965, p. 23, "The Nutritional Flame."

19. Practical/Forecast, February, 1964, p. 40, "Teen-Age Nutrition: Foundation for the Future."

20. "Development of Space Foods." Mary V. Flicka, Ration Design Specialist, Food Division, U. S. Army, Natick Laboratories, Natick, Massachusetts. Journal of The American Dietetic Association. Vol. 44, No. 5, May, 1964.

"Feeding Concepts for Manned Space Stations." Beatrice Finkelstein and John J. Symons, Life Support Department, Systems Division, Whirlpool Corporation, St. Joseph, Michigan, Journal of The American Dietetic Association. Vol. 44, No. 5, May, 1964.

"Food for Extended Space Flights." Joseph A. Stern, Advanced Space Systems, Aero-Space Division, The Boeing Company, Seattle, Washington, Excerpts from a paper given before the Washington State Dietetic Association. Journal of The American Dietetic Association. Vol. 44, No. 5, May 1964.

21. Teaching Home Management, Bulletin 19, Department of Home Economics, National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C.

22. The Teaching of Consumer Education, Bulletin 2, Department of Home Economics, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

23. "Wear-Ever Glossary of Cooking Terms," Wear-Ever Aluminum Inc., New Kensington, Pennsylvania.

CLOTHING, TEXTILES, AND RELATED ART

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

IMPROVING PERSONAL APPEARANCE

EXPRESSING SELF THROUGH CLOTHING

SELECTING, USING, AND CARING FOR SEWING EQUIPMENT

CONSTRUCTING A SIMPLE PROJECT

HOME ECONOMICS I COMPREHENSIVE

INCREASING KNOWLEDGE OF PERSONAL GROOMING

SELECTING, CONSTRUCTING, AND CARING FOR CLOTHING

HOME ECONOMICS II COMPREHENSIVE

BUYING PERSONAL CLOTHING

INCREASING SEWING SKILLS AND EFFICIENCY

GAINING AN UNDERSTANDING OF THE VARIOUS ASPECTS OF THE FAMILY LAUNDRY

ADVANCED HOME ECONOMICS COMPRENSIVE

UNDERSTANDING THE SCIENTIFIC, ECONOMIC, AND CULTURAL ASPECTS OF TEXTILES AND CLOTHING

DEVELOPING CREATIVITY AND AESTHETIC VALUES THROUGH THE USE OF TEXTILES AND CONSTRUCTION TECHNIQUES

JUNIOR – SENIOR NON–MAJOR HOME ECONOMICS

ANALYZING CLOTHING NEEDS OF SELF AND FAMILY

SELECTING CLOTHING FOR THE INDIVIDUAL

MODIFYING, REPAIRING, OR CONSTRUCTING GARMENTS

MAINTAINING ONE'S PERSONAL CLOTHING

SEMESTER COURSE

DEVELOPING KNOWLEDGE OF TEXTILES AND ADVANCED SKILLS IN SEWING

INVESTIGATING EMPLOYMENT OPPORTUNITIES AND REQUIREMENTS

AN INTRODUCTION TO
CLOTHING, TEXTILES, AND RELATED ART

Clothing and other products made of textile materials are a significant part of daily life in our society. An understanding of the nature of textiles and clothing, as well as wise selection and use of them is basic to the satisfaction which can be derived from them. A girl's early interest in her own appearance and her later concern for the well-being of a family make her receptive to the study of this subject matter.

It is important that the teacher avail herself of current resources in textiles and clothing and supplement or alter the suggested outline to keep abreast of the inevitable changes.

It must be kept in mind all students do not have equal interest or aptitude in working with their hands in the manipulation of fabric or in operating equipment. Where some students may exhibit great enthusiasm and skill others may not receive satisfaction from the same projects. In fact, these students may become quite frustrated if they lack manipulative ability. The teacher should, in this case, find related activities to bring about worthwhile experiences for these students.

The growth of each student should be the goal --- not the completed garment.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - IMPROVING PERSONAL APPEARANCE

Grade Level 7th and 8th. Approximate Time - 2 Weeks

Generalization:

The physical condition of the human body and the care of clothing affects appearance.

Behavioral Outcomes Expected:

- Gains some understanding of the importance of good grooming.
- Recognizes that health contributes to appearance.
- Develops interest in care of hair, skin, and nails.
- Understands the importance of caring for clothes.
- Develops a routine for caring for clothes.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Grooming Health General health practices The menstrual period	Describe the most attractive person you know and explain why this person was chosen. From these desirable traits, develop a check list of grooming practices to be used at intervals to measure progress. Have question box on personal health.	Pamphlets and Bulletins: 36d Films: 7j Pamphlets and Bulletins: 24, 29, 40, 12, 23, 35, 39a,b 36c
Cleanliness Posture Poise Care of Nails, Hair, and Skin	View filmstrip - example: Beauty or Not to Beauty. Follow up with discussion/demonstration: Washing hair and setting Washing face Manicure Demonstrate the proper way to walk, sit, and stand.	Filmstrips: 4a,b

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Care of Clothing	Have a bulletin board depicting Sloppy Sue, Awkward Ann, Neat Nan, Careful Carol, etc.	
	Practice good posture in walking, sitting, and standing. Have partners to help remind each other.	Charts: 5
	Define poise. Cite examples of people believed to possess poise.	
	Ask people of various ages who are poised to visit the classroom. Identify characteristics that suggest poise.	
	Start a campaign "Home Economics Shows." All girls come to school as well-groomed as possible.	
	Decide what care of clothes 7th and 8th graders can assume.	
	Demonstrate processes. Students do pressing, laundering, mending, etc. Plan a schedule for caring for clothes. Put into practice. Evaluate results weekly with a check sheet.	
	Plan ways to store clothing. Put into practice at home and at school.	

Some Main Ideas and Generalizations:

- Appearance depends on care.
- Good appearance is the result of effort.
- Good appearance is easier after good care habits are developed.
- Appearance is affected by health.
- Good grooming gives one a sense of confidence and increases social acceptance.

- Poise can be developed at early ages.
- Clothes wear longer when cared for properly and regularly.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - EXPRESSING SELF THROUGH CLOTHING

Grade Level 7th and 8th. Approximate Time - 2 Weeks

Generalization:

Clothing, whether purchased or sewn, provides a medium through which one may satisfy his creative needs, provide an outlet for emotional expression, and develop self-mastery.

Behavioral Outcomes Expected:

- Recognizes that skill is required in purchasing garments.
- Develops some ability to select suitable fabrics and suitable garments.
- Gains some understanding of styles, color, and design suitable for garments.
- Develops some ability to make decisions as to when to purchase ready-made garments and when to make them.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Purchasing Garments	Display purchased garments using examples of both good and poor purchases of construction, style, color. Let students evaluate. Follow by careful examination and study of desirable features. Re-evaluate display at end of unit.	
	Discuss ways purchases could be improved or changed to be better style for certain students.	
Personal Sewing Style selection	Discuss advantages of learning to sew. Interest approach: Discuss - Why sew? Creativity - Fun - Hobby - Leisure Time Economy.	Pamphlets and Bulletins: 24, 4

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Self-expression Self-satisfaction	Interest approach: display home-sewn articles. Compare with purchased garments.	Pamphlets and Bulletins: 8a, 23 Books: 19
	Exhibit articles to show self-expression in variety of trims, etc.	
Fabric selection Fibers	Have committees report on four of the natural fibers. Cotton Linen Wool Silk	Books: 18, 7, 35 Pamphlets and Bulletins: 3f
	Follow-up with chart for comparisons developed by students or student panel.	
Construction	Use problem-solving: Collect fabrics made of natural fibers. Identify fabric construction.	Pamphlets and Bulletins: 28a, b,d,e, 33, 34 Films: 7h
	Using paper, show construction of simple weaves.	Pamphlets and Bulletins: 3j Filmstrips: 9a,b,f
Suitability	Plan and prepare an exhibit of fabric samples. Discuss suitability to person, design, and use.	Books: 30 Charts: 6
	Select fabric for sewing project. Invite mother, relative, guardian or neighbor to class on day of discussion of selection. Let this person accompany student during purchase.	Pamphlets and Bulletins: 10a

Some Main Ideas and Generalizations:

- Sewing can be creative, fun, and economical.
- Purchased garments or fabrics and patterns for home construction, which will result in satisfaction, must be selected carefully.

- Knowledge of fabrics, color, design, and style will help the individual make a discriminating choice in fabrics and garments.

- Purchased garments may be more economical and practical for some girls than personally constructed garments.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - SELECTING, USING, AND CARING FOR SEWING EQUIPMENT

Grade Level 7th and 8th. Approximate Time - 2 Weeks

Generalization:

The selection, use, and care of equipment influences the end result of the product being produced.

Behavioral Outcomes Expected:

- Understands and practices good safety procedures in use of sewing equipment.
- Gains knowledge of use and care of sewing machines.
- Develops some skill in machine stitching, selection and use of hand sewing equipment, and in the use of irons.
- Develops good management habits in storage and use of equipment and supplies.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Large Equipment	Demonstrate use and care of sewing machine. (Compare different machines in the department.)	Pamphlets and Bulletins: 43
	Practice threading of machine.	Charts: 8
	Demonstrate stitching and guiding.	
	Stitch on paper practice forms.	
Small Equipment	Demonstrate use, care, and storage of small equipment.	Pamphlets and Bulletins: 25
	Prepare bulletin board "Tools of the Trade."	Charts: 13
	Practice hand sewing techniques - Select proper methods and tools.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Practice good storage habits through assigned duties.	
Safety	Develop bulletin board display: "Safety Do's and Danger Don'ts."	Books: 30
Electrical Mechanical Personal	Demonstrate procedures: Safety in the use of sewing equipment. Use of regular and steam irons. Setting up and putting away ironing boards.	

Some Main Ideas and Generalizations:

- Sewing equipment will give more satisfactory service if chosen, used, and cared for properly.
- Proper use of tools and observance of safety rules will prevent accidents.
- Sewing skills are less difficult for some students than for others.
- Good management habits in handling sewing equipment result in greater satisfaction.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - CONSTRUCTING A SIMPLE PROJECT

Grade Level 7th and 8th. Approximate Time - 4 Weeks

Generalization:

The ability to understand or develop construction skills varies with the individual.

Behavioral Outcomes Expected:

- Gains understanding of some construction processes.
- Develops some skill in construction techniques.
- Begins to recognize characteristics of a well-constructed product.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Construction Processes: Grain Pattern on fabric Cutting Marking Basting (pin, hand machine) Hemming Seams Pressing Additional learnings Facings Fastenings Waistband	Use as an interest approach: Display various types of projects. Students and teachers select 3 or 4 similar simple projects having the same construction techniques. Note: projects will need to be selected in light of number in class, amount of equipment, and sewing background of the majority.	Books: 25, 7 Pamphlets and Bulletins: 42a, b,c,d Filmstrips: 7d,e, 14, 9g,h
	Develop a progress chart on order of procedures.	Pamphlets and Bulletins: 43, 45, 46
	Demonstrate construction processes as need arises in class.	Books: 22
	Have displays of charts for the various processes showing progressive steps.	Charts: 3, 9a, 10

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Characteristics of a Well-constructed Product	Develop a list of criteria for judging good workmanship.	
Appropriate seams Proper finishes Well pressed Correct stitching Appropriateness of color, design, fabric	Evaluate product in terms of criteria Show finished product to the class. Practice posture, poise, good grooming habits. Invite mothers or guests to see projects.	Pamphlets and Bulletins: 18d, j,k
Note:	Some students may not have projects completed due to great variety of aptitudes and different rates of working. These students may display other talents such as social graces, skill in caring for and decorating the room, serving as emcee, selecting ready-made garments and/or an accessory for an outfit.	

Some Main Ideas and Generalizations:

- A well-executed construction technique will contribute to a well-finished product.
- An understanding of various construction processes makes sewing seem less complicated.
- A well-made product gives the individual a sense of satisfaction.
- Students lacking sewing skill often excel in other areas.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - INCREASING KNOWLEDGE OF PERSONAL GROOMING

Home Economics I Comprehensive. Approximate Time - 2 Weeks

Generalization:

Greater maturity brings greater understanding and knowledge of the importance of grooming.

Behavioral Outcomes Expected:

- Develops an awareness of the importance of improvement in grooming.
- Understands how grooming determines a person's total appearance and influences social acceptance.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Grooming Cleanliness Poise Health	View a movie, A More Attractive You or other film.	Books: 2 Pamphlets and Bulletins: 12, 23, 36d, 29, 31, 35, 24, 40, 47, 27e, 4, 11
	Re-evaluate definition of poise. Note: Have ideas changed since 7th and 8th grade?	
	Set up a display of personal grooming and personal health items including a variety of deodorants, etc. Check cost.	Films: 7b,k 2b, 3b,c,d,e,f, 7c,e,f,g,l
	Determine which are essential, nice to have, not necessary now.	Filmstrips: 4a,b
	Plan a personal grooming schedule. Evaluate weekly.	Pamphlets and Bulletins: 1
	Have a question box on personal hygiene.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Report any comments from "outsiders" on improvements they notice.	
	Practice daily (not just in class) "Home Economics Training Shows."	
Hair Styling	Bring a cosmotologist to class to demonstrate and discuss care of hair and skin.	Books: 9
Make-up		Pamphlets and Bulletins: 24
	Analyze facial shape and complexion.	Charts: 5
	Decide on good hair styles and best colors for make-up.	

Some Main Ideas and Generalizations:

- Home Economics training should be evident to others.
- Being well groomed requires practice of a combination of many understandings about health, cleanliness, poise, posture, hair and skin.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - SELECTING, CONSTRUCTING, AND CARING FOR CLOTHING

Home Economics I Comprehensive. Approximate Time - 8 Weeks

Generalization:

Choices made in the acquisition and use and care of clothing are influenced by one's value patterns and the relative importance of his various clothing goals.

Behavioral Outcomes Expected:

- Recognizes the importance of clothing in relation to self-concept and family values.
- Develops an ability to select personal clothing suitable in color and design.
- Increases understanding of appropriate selection of pattern and fabric for different occasions.
- Accepts responsibility in the care of personal clothing.
- Recognizes the relationship of the personal clothing budget to that of the family.
- Develops judgment in the selection, use, and care of sewing equipment.
- Uses safety practices with sewing equipment.
- Understands the importance of reading and interpreting a pattern.
- Develops further understanding of construction techniques.
- Recognizes a well-constructed garment.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Importance of Clothing	Discuss: First impressions resulting from clothing being worn.	Books: 7
Personal First impressions Self-confidence	Debate: "Clothing Makes the Girl."	Books: 28 Pamphlets and Bulletins: 24
Behavior Self-image	Contrast behavior on a picnic and a formal dance and the effect of clothes.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Bring to class a poorly selected dress and explain how it makes you feel.	
	Take a field trip to lingerie department or have a resource person discuss lingerie selection.	Filmstrips: 11b
Family Customs Beliefs Values	Discuss dress customs of another country. Invite a resource person.	
	Present a skit: "Comparison of Two Families and Their Values."	
Clothing Selection for the Individual	Generalize on appropriate use of color and style, etc.	Pamphlets and Bulletins: 5 Charts: 4a,b,d,e
Suitability of design	Evaluate personal wardrobe. Analyze type of personality and consider if the designs of the clothes included are becoming; are coordinated with the fabric; and with each other.	
Suitability of color	Analyze psychological response to color design. Discuss.	Books: 28
	Have students make a self-analysis of figure, coloring, etc.	Pamphlets and Bulletins: 27e
	Try color collars for most becoming shades.	Pamphlets and Bulletins: 24
	Analyze colors in wardrobe to determine coordination.	
Management of Clothing Care	Direct study: Care of clothing. Discuss responsibilities of individual for own clothing.	Filmstrips: 10a
Daily: Hang Brush	Demonstrate: How to sew on a button. Spot removal. How to press a skirt. Other care and storage procedures.	Pamphlets and Bulletins: 36b, 37 Charts: 13

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Weekly: Laundry Spot removal Hand washing Ironing Mending Pressing	Have students improve ways of storing clothing and accessories at home.	
	Study all the Management resources that can be used in improving a wardrobe.	Books: 5
Buying	Decide when to purchase and when to construct garments. Have a display of ready-made garments or tour a department store. Itemize and compare the cost and construction of ready-made and home-sewn garments. Note: Use individual problem-solving method. Formulate a bar graph to illustrate comparison.	
	Make a clothing budget.	
Construction	Develop a work plan for clothing lab activity.	Pamphlets and Bulletins: 24 14g
	Prepare a progress chart. Make a time schedule form. Have students check this daily.	
Safe use and care of equipment Use Care Safety	Pre-test knowledge of equipment.	
	Review and demonstrate use and care of sewing machine.	Pamphlets and Bulletins: 43 25
	Practice use of machine.	
	Show use and care of a piece of sewing equipment - thimble, needle, threading, tying a knot. Demonstrate.	Charts: 12, 8
	Demonstrate use of: sewing machine attachments sleeve board pressing ham	Pamphlets and Bulletins: 43
	Discuss differences between pressing and ironing.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate safety procedures for use of equipment - steam iron, ironing board.	
	Discuss the "Safety Do's and Danger Don'ts" bulletin board.	
Pattern and fabric selection	Study figure types using the opaque projector.	Pamphlets and Bulletins: 27d,c,e, 24
Pattern selection Size Self Figure Ability	Take individual measurements.	
	Analyze own figure. Use light for silhouette.	Filmstrips: 9b
	Discuss the personality types in relation to pattern.	Charts: 4c,6, 9c
Fabric selection Fiber Natural Man-made	Review fiber and fabric study and experiences in 7th and 8th grade.	Pamphlets and Bulletins: 3a,j, 28a,f
	Discuss properties of exhibited natural and man-made fibers and fabrics.	
Construction of fabric Weave Design	Discuss suitability of fibers, weaves, and designs of fabric to the pattern and self.	Books: 7, 17, 34
Suitability of fabric Pattern Self	Help class choose 3 or 4 patterns with similar construction processes. Let individuals choose favorite one from these choices.	
	Choose garments that can be made from fabrics appropriate to the season so garments can be worn upon completion. (Students)	
Use of pattern	Discuss information on pattern envelope. Use opaque projector-teacher.	Filmstrips: 7j
Envelope Guide sheet Pattern pieces	Circle and discuss choice of information on the guide sheet.	Books: 5, 25

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Pre-test on pattern markings.	Pamphlets and Bulletins: 24
	Demonstrate fitting and altering the pattern.	Charts: 4c
Construction techniques	Demonstrate construction processes as need arises in class.	Filmstrips: 7k, 12, 7a-1 (omit f), 9g,h
Fabric preparation Pattern on fabric Cutting, marking Basting Seams Darts & tucks Set-in sleeves Hems Facings Fastenings Waistbands Collar Lining, backing interfacing	Apply construction processes to selected project.	Books: 30 Pamphlets and Bulletins: 42b Charts: 9a,b,d, 3,7, 10
Fitting	Fit the garment to the figure. Note: Attention and help should be given to individuals by the teacher.	
Pressing	Demonstrate proper pressing techniques.	
	Apply principles of pressing to selected project.	Pamphlets and Bulletins: 16
Characteristics of a well-constructed garment	Evaluate completed project in terms of work plan and progress chart.	Books: 30
Proper seams Good fit Appropriate finishes Well-pressed	Keep record of skills developed. Show completed project according to plan developed for the class.	Pamphlets and Bulletins: 41, 18d,j,k

Appropriateness
of color, design
and fabric

Note to the Teacher:

Clothing construction for Home Economics I should be concentrated in this one unit; thus the time of offering will be determined by the project(s) chosen.

In choosing projects consider experience and financial status of the majority of the students, number in class, equipment available, and season of the year.

If the situation is warranted, permit students to take projects home to complete phases of work in which they have not been able to keep pace with the class. This should be done only after the student has clearly demonstrated her understanding of the process to the teacher and understands the extent to which she is to work at home.

If a student fails to complete the selected project due to lack of ability or complete lack of interest in sewing, the teacher will need to assist with the completion or help the student use the fabric in another project. For additional projects, aim to develop the student's self-confidence by substituting another activity in which she may better excel, such as purchasing a similar garment or an accessory for garments already in her wardrobe. Plans can be made for budgeting money for this.

Some Main Ideas and Generalizations:

- Wise selection of clothing leads to practical, satisfying, and attractive wardrobes.
- Self-concept and family values are reflected by the clothing an individual wears.
- Well-planned use of personal resources leads to more effective attainment of goals.
- Proper care of clothing will preserve the appearance and extend the life of the garment.
- More satisfactory results are possible from the proper selection, use and care of sewing equipment.
- Good habits in the safe use of sewing equipment speeds construction and prevents accidents.

- Satisfaction in the end-product is partially determined by the choice of fabric and pattern.

- A worker who reads and follows instructions will learn self-help methods and require less supervision now and later.

- A satisfying well-constructed garment depends upon a combination of proper selection, well-executed sewing processes, and good management.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - BUYING PERSONAL CLOTHING

Home Economics II Comprehensive. Approximate Time - 2 Weeks

Generalization:

Decisions made in regard to clothing are affected by the interaction and interdependence of family members and the resources available. The information provided by agencies and industry through labels, advertising, etc., is one resource which may assist the consumer in predicting performance of textiles and clothing.

Behavioral Outcomes Expected:

- Understands personal clothing and accessory needs and desires in relation to family needs.
- Gains an understanding of trends in current fibers and finishes.
- Understands information on yard goods and clothing labels.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Clothing and Accessory Analysis	Evaluate reasons for planning one's wardrobe.	Pamphlets and Bulletins: 5, 10 20
Quality of Construction	Debate: "One cannot afford cheap clothing."	
Fiber and Fabric Content	Illustrate contrasts in good and poor wardrobe planning. Make a bulletin board or flannel board.	
Individual Needs Activities		
Financial ability to purchase	Illustrate the effect of different necklines, lines, sleeves, belts, and trimming. Use dolls, puppets or chalk board illustrations.	Pamphlets and Bulletins: 14c
Prestige desire	Arrange a class fashion show in which individuals wear appropriate clothing for various occasions and/ or activities.	Pamphlets and Bulletins: 28c, 8c, 11, 8d
Appearance of wearer		

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Outer wear Under wear	Make decisions regarding inventory and wardrobe planning. Use problem-solving technique.	Charts: 4c Books: 32, 35
Suitability Figure Personality Occasion	Alter some garments.	
	Have a "Best Foot Forward Day." Each girl in the class wears her most becoming school outfit. Tell the rest of the class why the lines of the outfit are becoming to her.	Pamphlets and Bulletins: 27b, 42a Charts: 4d,14
Family Needs in Relation to Individual Needs Number in family	Diagram family spending plan and show how the size of income, etc., affects the amount spent for each member.	Pamphlets and Bulletins: 20, 5 Filmstrips: 6b Books: 30
Occupation of family members Age of family Financial standing Resources other than financial	Show ways the expenditure of money for clothing may be influenced by: Coordinated clothes Fads versus true fashion Quality buying Care of clothes Simple clothing tricks Use of accessories	Filmstrips: 6a,b Pamphlets: 5a
Appreciation of Trends	Read poem "Dame Fashion"; this can be used as an interest approach	Books: 28, 22
	Analyze terms and present results to entire class. Style Fad Silhouette Good Taste Fashion Mode Classics Other	Pamphlets and Bulletins: 19a, 34
	Discuss and illustrate current fabrics and finishes.	Filmstrips: 5
	Present film - Facts About Fabrics. Discuss.	Charts: 6
	Arrange a bulletin board - "Teen Wise-Fashion Wise."	Films: 4a

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Labels	Collect labels and arrange a bulletin board. Use as an interest approach and/or file labels for reference.	Pamphlets and Bulletins: 6, 26
Yard Goods		
Fiber Content	Make a chart of terms found on labels and discuss their meaning and value.	Pamphlets and Bulletins: 14a, 8
Dyeing and Printing	Develop a method for organizing and systemitizing the labels and guarantees for the family clothing	Charts: 2a
Shrinkage		
Finishes Sanforized Mercerization, etc.		
Cost		
Ready-Made Clothing	Bring in and evaluate ready-made garments for difference in quality, construction, and cost.	Filmstrips: 6a, 9b
Sizes Care Instruction Shrinkage Fiber content Finishes Color fast Crease resistant Trade Names Cost	Take body measurements to determine figure type.	Pamphlets and Bulletins: 41, 27b,d, 42a,d Charts: 4b
Management of Resources	Generalize importance of many factors in purchasing a clothing item or any other article, or piece of equipment.	
Time Energy Money Creativity Knowledge	Home experience: Keep record for 1 year of clothing and accessories added to wardrobe. Analyze cost, use of creativity, knowledge gained from Home Economics class, time and energy spent. Where could improvements be made?	

Some Main Ideas and Generalizations:

- Colors and styles should complement one's personality.
- A regular clothing inventory helps stretch the clothing dollar.
- Becoming and appropriate clothing contributes to personal appearance and to feeling of comfort and ease.
- A greater variety of outfits is possible when garments are selected to coordinate with present wardrobe.
- Careful planning in purchasing results in a unified wardrobe.
- Fads should be analyzed critically.
- Man-made fibers, fabric blends, and finishes present problems in construction and care.
- Clothing reflects taste of any era, culture and society.
- Finishes are applied to fabrics to change appearance and behavior.
- Reading fabric and garment labels enables the purchaser to make a wise choice.
- Hang tags serve as a useful guide to proper care.
- Price does not always indicate quality.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT - INCREASING SEWING SKILLS AND EFFICIENCY

Home Economics II Comprehensive. Approximate Time - 4 Weeks

Generalization:

A carefully selected clothing project executed through the use of management processes can produce greater development of skills and greater satisfaction.

Behavioral Outcomes Expected:

- Develops good management practices in clothing construction.
- Develops skill in using advanced clothing construction processes.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Clothing Construction Processes Construction Readiness	Interest approach: Role-playing - a girl preparing to sew. Students describe the work habits and list points on the board such as: keeping work on tables sitting up straight keeping feet flat on floor and under table using thimble having equipment within reach keeping fabric and pattern folded neatly	Books: 22, 30, 35
	Participate in a motion study. Study the arrangement and use of laboratory equipment to determine purpose and need. Experiment to see if it can be arranged for greater ease of work.	
	Give an illustrated lecture on improvized equipment such as:	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	make a pressing roll out of newspaper make a pressing ham.	
Elementary Processes (Review)	Pretest on sewing construction methods.	
Sleeves Collars	Construct a progress chart for self-evaluation, such as: "Don't be a Drag" or "Bowl'em Over."	
Waistline Interfacing Lining Fabric Variation Design	Look at garments made from stripes, plaids, and one-way design to observe the effects when these are matched and when they are not. Show why some styles are not adapted to the use of patterned fabrics because of the structural lines.	Pamphlets and Bulletins: 3a,d, e,h
Blends Construction	Display samples of lining and interfacing materials available. Discuss qualities and uses of each.	Pamphlets and Bulletins: 32 Charts: 7
Fitting Pressing New Processes	Identify different types of sleeves, collars, etc., using those found in class as examples. Identify fabrics suitable for each type.	Books: 17 Filmstrips: 7a Charts: 9d Pamphlets and Bulletins: 42b,c
Different fabric New type of sleeve New fastenings Different collar	Construct a garment in class using new construction processes.	Books: 4, 5, 22, 29, 30, 35
Other types of lining, interfacing, etc.	Fit garment to the body.	Filmstrips: 7a,c, h, 9g,h
Different fitting problems	Observe and record the time and motions used by two students putting away their sewing supplies. Discuss their methods along with other methods that may be used.	
Evaluation of Constructed Garments	Check a permenent record folder to see progress made since last year. Evaluate garment.	
	Model garments at an FHA meeting.	Pamphlets and Bulletins: 18d, j,k

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Construct a garment at home developing or improving skills in construction.	

Some Main Ideas and Generalizations:

- A garment fits well when it adapts itself to the figure.
- A garment is attractive when the fabric design harmonizes with pattern lines.
- Clothing construction provides a means of satisfying creative needs.
- Accuracy of workmanship affects appearance and durability of garments.
- The time required to construct a garment can at times be justified.
- Planning helps to make better use of time.
- Learning is more satisfying when a goal is realized.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - GAINING AN UNDERSTANDING OF THE VARIOUS ASPECTS OF THE FAMILY LAUNDRY

Home Economics II Comprehensive. Approximate Time - 2 Weeks

Generalization:

The life of a garment can be extended and satisfaction can be gained when proper laundry and dry cleaning methods are used.

Behavioral Outcomes Expected:

- Comprehends laundry principles and procedures.
- Understands use and care of laundry equipment.
- Understands dry cleaning procedures.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Laundry Procedures Aids Equipment Safety	Demonstrate methods in caring for clothes such as: doing stain removal washing wool sweaters and/or other fabrics washing a drip dry blouse washing color fast garments washing fabrics with special finishes pressing	Pamphlets and Bulletins: 2, 7a 19, 33, 37, 45 Books: 22 Charts: 1, 2b, 13
	View filmstrip, Focus on the Family Wash. Evaluate.	Filmstrips: 10a b,c , 2
	Discuss information given on labels or in advertisements about laundering garments. Suggest additional information desired about a garment before washing it.	Pamphlets and Bulletins: 36a, 7a, 14
	Display types of laundry aids. Find examples in local stores.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Examine labels on different brands of soap powders and detergents. Compare the amounts recommended for washing garments using different products. Calculate the comparative cost of the same amounts of different brands which will do the same job.	
	Experiment or demonstrate how hardness of water is tested.	Pamphlets and Bulletins: 7b
	Determine laundry products best to use in various degrees of hardness in water.	
	Have a demonstration on how to sort clothes for laundering.	
	Apply principles of work simplification to such tasks as ironing clothes, sorting, washing and hanging laundry.	
	Collect pictures of latest developments in laundry equipment - display on bulletin board.	
	Report and give demonstrations on "The Use and Care of Laundry Equipment."	
	Work out a rating sheet to be used in checking basic provisions for space and equipment necessary to wash and dry an average family laundry.	
	Record the amount of time spent in ironing during one week. List specific ways in which this time could be reduced; try them; report the most effective improvement.	
	Discuss the procedures used in dry cleaning, pressing and storing. Ask a representative from dry cleaning establishment to present information.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate the use of cleaning fluids. Consider some of the dangers and stress precautions.	
	Visit a self-serve laundry and/or dry cleaning establishment to observe practices used and report findings to class.	
	Do family laundry.	Pamphlets and Bulletins: 36

Some Main Ideas and Generalizations:

- Laundry procedure varies with fiber, fabric, finish, and construction of the textile product.
- Proper procedures are essential to a well-laundered textile product.
- Proper care and use of laundry equipment will improve and extend its service.
- Some fabrics require dry cleaning and will not react well to laundry procedures.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - UNDERSTANDING THE SCIENTIFIC, ECONOMIC AND CULTURAL ASPECTS OF TEXTILES AND CLOTHING

Advanced Home Economics Comprehensive. Approximate Time - 2 Weeks

Generalization:

Knowledge of the physical and chemical characteristics of textiles and clothing helps individuals and families in predicting performance and in increasing satisfactions gained from selection, use, and care. Methods involved in the production and distribution of textiles and clothing influence the quality, cost, and availability to the consumer. Clothing patterns are transmitted from group, generation to generation, and from the society to the individual.

Behavioral Outcomes Expected:

- Understands the physical and chemical characteristics of textiles used in the home.
- Develops an awareness of the economics of clothing.
- Recognizes and uses good consumer practices in selecting clothing for self and family.
- Realizes the relationship of clothing and cultures as it affects the individual and the family.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Characteristics of Household Textiles Physical Chemical	Discuss fiber, yarn and fabric characteristics: Deterioration of fiber Heat sensitivity Moisture absorption Whiteness retention	Filmstrips: 3g,h, 4a,b, Books: 1, 12, 18, 30, 31, 34, 35
Decorative Utilitarian	Display garments or fabrics to show effect of perspiration on fibers.	Pamphlets and Bulletins: 1, 3b,c,e,g,
	Relate yarn and fabric performance to end use. Examine fabrics. Discuss possible use. Include those of different weaves,	Pamphlets and Bulletins: 8 17, 18, 21,

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	pile, napped, uneven plaids.	28d,f
	Discuss functional finishes such as: Wash and wear Crease resistant Stain resistant Water-repellent	Pamphlets and Bulletins: 28d,e 33, 14, 16 Filmstrips: 5
	Select a textile product (actual or photograph) to be used as a decorative accessory in the home. Evaluate and discuss.	
	Observe uses of textiles for decoration and utility in the home. Take field trip to home decoration center, new homes, or house and garden tour.	
	Bring pictures from magazines and newspaper ads for household textile items. Discuss uses and arrange bulletin board.	Books: 24
	Make items at home for individual use, gifts, or use in home.	
	Make items and sell for money-making project.	
Factors Affecting Economics of Textiles	Debate: "Custom-made vs. Mass Production."	Books: 24, 31, 35
Production Mass Custom-made	Tour apparel manufacturing company.	Films: 6, 2d, 3g
	View and discuss film or film strip on production of apparel.	Pamphlets and Bulletins: 28a
Distribution	Discuss methods of distribution of goods. Invite buyer-fashion coordinator to talk to class.	Films: 8a,b 4b, 5
	Observe methods of advertising by various fabric and clothing manufacturers. Have round-table discussion panel or committee reports.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Legislation	Report on textile fiber acts and importance to consumer.	Pamphlets and Bulletins: 15a, b,c,d
	Discuss: "Do we buy or are we sold?"	Pamphlets and Bulletins: 7a, 3j
	Collect tags from garments showing information from manufacturer to consumer. Select examples of very good labels or tags. Present to class by illustrated lecture using opaque projector.	Pamphlets and Bulletins: 7b, 18g, 6, 17
Consumer Practices and Economic Benefits	"What is your wardrobe worth?" (Make a preliminary wardrobe inventory.) Analyze.	Books: 22, 8, 10, 11, 13, 30, 35, 31
Influencing factors Needs Family composition Mobility	Group project: Shop for a standard item of apparel, or standard household item in different types of retail outlets, comparing cost and quality. Report to class.	Pamphlets and Bulletins: 10c, 48a, 7a Filmstrips: 9c,d,e
Environment Resources Advertisements	Problem-solving: Plan a wardrobe for a family (specify characteristics). Assemble price information for items included.	
Using good buymanship	Prepare a short skit on the ways people shop for clothing and what features they look for. Give to PTA, FHA or assembly.	
	Keep an up-to-date file of sizes and measurements for all members of own family.	
	Review types of retail outlets. Discuss kinds and amounts of merchandise carried; advantages and disadvantages of patronizing each type of outlet.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Discuss advantageous times (or seasons) to buy apparel and household textile products. Investigate practices of sales, advertising, etc., in local stores. Students make interviews and/or take field trips.	
	Review methods of paying for clothing purchases. Credit Installment buying Monthly payments	Books: 22 Pamphlets and Bulletins: 20a, b,c Filmstrips: 6a,b
Interplay of Clothing and Cultures	Read, analyze, and report significant parts to class - The Status Seekers by Vance Packard.	Books: 7, 13, 15, 21
History		
Status	Illustrate clothing customs of other countries.	Filmstrips: 7f Charts: 11
Role Social change Values	Study historic costumes by means of a field trip to museum or illustrated lecture using opaque projector. Point out similarities to present styles or more recent fashions.	Pamphlets and Bulletins: 44, 3, 13, 14a, 8b, 8a,d, 9 Books: 21, 31
	Plan a wardrobe for future role or occasion such as college, trip or job.	Books: 16, 21, 27 Charts: 6
	Study clothing customs in another land. Relate to English literature or history classes.	Pamphlets and Bulletins: 5, 14j,k, 18c,f, 21, 22a, 24 Filmstrips: 11a

Some Main Ideas and Generalizations

- Physical and chemical properties of fibers affect the performance of the fabric.
- Chemical and physical modification of fibers produce desirable characteristics for specific end-uses.
- Characteristics of yarn produce variation in fabrics.

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- Suitability of fabric construction depends upon desired end-use.
- Fibers and/or yarns may be converted into cloth in a variety of ways.
- Price does not always indicate quality.
- Production and distribution of textiles and clothing influences consumption patterns of individuals and families.
- Dividing the family clothing dollar according to the needs of the individuals will increase satisfaction to all members.
- A society may be affected by economic decisions of clothing industries, governments and consumers.
- Family relationships may be improved through the use of good consumer practices.
- The concerted effort of consumers can bring about improved standards of clothing products and increased consumer information.
- Fashion results form a desire for change on the part of the consumer.
- Individual wardrobe requirements vary.
- Styles from past periods reappear in adapted form.
- Clothing is a means of communicating role.

CLOTHING, TEXTILES AND RELATED ARTS

UNIT - DEVELOPING CREATIVITY AND AESTHETIC VALUES THROUGH THE USE OF TEXTILES AND CONSTRUCTION TECHNIQUES

Advanced Home Economics Comprehensive. Approximate Time - 4 Weeks

Generalization:

Clothing or the use of textiles in the home is a form of artistic expression that reflects the cognitive, moral, social, and economic aspects of the time.

Behavioral Outcomes Expected:

- Recognizes that accomplishment of advanced clothing construction techniques can bring about self-satisfaction of artistic expression.
- Realizes that creative renovation of garments or household items can bring about economic benefits.
- Gains understanding that the mastering of skill in working with textiles can lead to job opportunities.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Benefits of Using Advanced Construction Techniques Artistic expression Designing	Plan and execute a clothing construction project appropriate to experience and skill. Tailored garment Striped fabric One-way design Plaids; even or uneven	Books: 12, 13 16, 22 Pamphlets and Bulletins: 3b,e,h, 6, 11, 25, 27a-e
Creative Economic benefit Possible savings	Plan and execute a clothing renovation or repair project appropriate to experience and skill. Remake a garment Make a sweater wearable as: Pull-over to cardigan Sleeved to sleeveless "Baggy to snug wristband" Waistline adjustment	Books: 17, 28, 32, 25, 29 Pamphlets and Bulletins: 34, 42b, 43, 45, 4, 8a, 9, 10, 12, 14a-d,f, 15, 16, 18a, b,f,l,m

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Job opportunities	SEE SEMESTER PLAN	
Personal satisfaction Aesthetic value Wholesome use of leisure time	Alter a dress or other garment for self or someone else. Combine knitting, Swedish weaving, smocking or crocheting with garment under construction or use on one being remodeled.	Books: 22, 23, 25,26 Pamphlets and Bulletins: 19b, 20, 23 Filmstrips: 3, 5, 7a-k
	Model garments at an FHA meeting and/or sponsor an open house in the home economics clothing room.	Pamphlets and Bulletins: 18d, j,k Filmstrips: 8, 9a-h, 12, 13, 14 Films: 1, 2c, 3a, g, 4a,b, 5, 8c,d
	Check a permanent record folder to see progress made since last year. Evaluate garment.	

Some Main Ideas and Generalizations:

- Self-adornment is characteristic of all human behavior.
- Clothing can enhance personal appearance.
- Clothing is a means of achieving recognition and prestige.
- Remodeling old or unused garments provides an opportunity to extend one's wardrobe.
- The engineering in the basic construction of a garment affects its beauty and function.
- The nature of the fabric will have an influence on the finished product.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - ANALYZING CLOTHING NEEDS OF SELF AND FAMILY

Home Economics 11 or 12 Non-Major. Approximate Time 2 Days

Generalization:

The cultural background of the family influences choices, means of aquisition and use of clothing.

Behavioral Outcomes Expected:

- Understands the relationship of family clothing needs to income and way of living.
- Uses good judgment in the selection of personal clothing in relation to family needs.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Family Clothing in Relation to Personal Clothing	Have a mother describe care and purchase of clothing for her family. Compare her findings with those of your mother.	Books: 13
Needs Psychological Physical-age Social Cultural Seasonal Activity Occupational	Collect magazine illustrations of family garments for a specific occasion or activity. Display pictures and swatches of fabrics on bulletin board.	
	Discuss wardrobe needs for college girl, career girl, and the homemaker. Consider activities and clothing budget of each.	
	View filmstrip. Students generalize.	Filmstrip: 6a
Income Family Personal	Discuss ways of budgeting money for own personal use.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Keep record of personal expenditures. Compare to total family expenditure. Note: This could be a home experience.	
Values Religious Moral Ethical	Discuss "Parent and Teen Clothing Conflicts" following a panel presentation of parents and students. Note: This could be an FHA activity.	Pamphlets and Bulletins: 20c

Some Main Ideas and Generalizations:

- Wardrobe requirements vary according to the activities and locale of the individual.
- Clothing often reflects social stratification since attitudes and clothing practices may differ in the various socio-economic levels.
- Clothing may help one to make adjustments when changing from one role to another, and in attaining success in that role.
- An objective assessment of resources leads to greater satisfaction in daily living.

CLOTHING, TEXTILES, AND RELATED ART

UNIT -SELECTING CLOTHING FOR THE INDIVIDUAL

Home Economics 11 or 12 Non-Major. Approximate Time - 2 Weeks

Generalization:

Factors involved in making personal clothing decisions include one's needs and desires, purchasing power, personal information, ability and time.

Behavioral Outcomes Expected:

- Understands the relationship between clothing and self-concept.
- Applies knowledge of art principles in selection of garments and accessories.
- Gains skill in choosing appropriate costumes for different occasions.
- Recognizes when garment should be purchased or better made at home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Personal Clothing Self-Concept Personality	Analyze own personal image. Anonymously analyze one another's images. Compare analyses.	Books: 13, 22, 24, 30, 35 Pamphlets and Bulletins: 14e
	Identify by use of opaque projector figure types and special figure problems. Select becoming clothing. Use problem-solving technique.	
Physical appearance	Discuss factors which influence the choice of clothing.	
	Have a resource person discuss lingerie selection and care.	Filmstrips: 11b
Art Application in Clothing	Present color facts.	Filmstrips: 7f

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Color Line Texture	Try on paper or cloth color and texture collars. Select ones which are becoming for each student.	
	Experiment with color schemes in own wardrobe.	Filmstrips: 9a, b
	Have students wear specific color schemes to class. Discuss and analyze.	Charts: 12
	Demonstrate line and proportion by use of flannel board.	
	Observe how the appearance of a figure may be changed by variation in line and form used in the costume. Note: place bands of crepe paper on a plain dress in a horizontal or vertical direction; vary the width of belts cut from crepe paper or crinoline; place patch pockets of different sizes and shapes cut from construction paper on a plain skirt.	
	Analyze pictures of apparel items which illustrate the following: fine structural design with pleasing space divisions. decorative details that harmonize with structural design. becoming designs for the short, plump girl. becoming designs for the tall, thin girl.	
	Display garments and evaluate quality of design.	
	Examine fabrics of student's garments. Observe and describe differences in the feel and appearance of the fabrics.	
Co-ordination of Accessories and Costumes	Compare mix-and-match items for various occasions and demonstrate combinations. Use flannel board.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Experiment with separates which have been poor buys or are seldom worn because of lack of co-ordination with the rest of the wardrobe. Use problem-solving techniques.	
	Make a list of separates in own wardrobe and evaluate extent of co-ordination.	
	Demonstrate basic dress and show suitable accessories for various occasions.	
	Evaluate accessories in own wardrobe.	
Different Occasions Vocation College and High School Social Casual	Have a "Roving Reporter" make a student survey of students throughout the school concerning appropriate dress for dates to movies, sports events, dances, church, etc. Discuss results of survey.	
	Define classic styles and select illustrations of them.	
Buying vs. Making	Study apparel descriptions in magazines, newspapers or mail-order catalogues. Discuss information useful as buying guides.	
Buying vs. Making Labeling Fiber and fabric content Construction Fads and fashions Fit Psychological factors Cost	Display collection of homemade garments and similar store bought garments. Compare cost, construction, time involvement, appearance. To lead a discussion of when to make and when to buy, list all types of garments needed in a personal wardrobe. Divide these into two lists - "to make," "to buy." Explain why each garment was placed as it was.	
	Show collection of articles bought without concern for the information	

on labels and illustrate from your collection garments which gave unsatisfactory performance.

Develop criteria for evaluating labels. Note: Use bulletin board or chalk board.

Wear or bring to class a costume that gives a definite psychological feeling. It must be definite without being so exaggerated as to be ridiculous. This may be a homemade garment or a purchased one. Analyze reason for feeling.

Some Main Ideas and Generalizations:

- Clothing is a cue to personality; it conveys an impression of what one is, does and believes.
- A garment cannot be judged by custom or tradition alone, but by its utility or function and acceptance by society.
- An application of art principles is as aid to planning and selecting a becoming wardrobe.
- A greater variety in dress is possible when individual garments are selected to combine with other garments.
- Accessories provide variety and interest to the costume.
- A wise consumer reads and analyzes advertisements and information on labels.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - MODIFYING, REPAIRING, OR CONSTRUCTING GARMENTS

Home Economics 11 or 12 Non-Major. Approximate Time - 3 Weeks

Generalization:

Successful development of skills and abilities in modification, repair, or production of clothing is dependent upon management of resources, information available, and manipulative ability.

Behavioral Outcomes Expected:

- Uses the principles of good management in relation to sewing equipment.
- Uses sewing processes in relation to individual abilities.
- Applies good construction and fitting techniques in the repair and renovation of clothing.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Management of Resources Time Money Energy Tools Selection Maintenance Safe practices Storage	Display on peg board and discuss the purchase of small sewing equipment. Demonstrate safe practices in the use of tools. Chart by cartoon or stick figures the routine duties to be carried out by the students. List rules for working together in lab. Pre-test on equipment. Demonstrate use of machine and attachments.	Books: 22, 25 30

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Demonstrate use and care of pressing equipment.	
Clothing Modification	Exhibit simple repairs most often needed on wearing apparel.	Books: 22, 24
Repair Mending Patching Darning	Select one repair and plan a three to five minute demonstration of a quick,effective way of making this repair.	
Renovation Hems Seams Remodeling Fit Decoration Dyeing and tinting	Make a list of needed repairs or pin a notation to garments to be taken care of in the weekly care of your clothes.	
	Present procedures to follow in doing various types of repairs.	
	Prepare a mending basket for home use.	
	Bring to class a garment which needs remodeling or repairing. Analyze garments and discuss possibilities of remodeling or repairing. Make decided changes and model garment. Photograph "before" and "after" garments.	
	View film: Joy of Color or other similar film. Discuss.	
	Demonstrate dyeing and tinting.	
Sewing Processes		

Note to the Teacher:

Refer to Home Economics Comprehensive I and II for learning experiences for elementary clothing construction and to Advanced Home Economics for advanced techniques in clothing construction.

Some Main Ideas and Generalizations:

- Proper use of equipment lessens fatigue and saves time.
- Keeping a garment in good repair prolongs its life and appearance.
- Resources (time, money, equipment, skill) are a determining factor in choice of altering, renovating or constructing a garment.
- The engineering in the basic construction of a garment is a contributing factor to its appearance, comfort and performance.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - MAINTAINING ONE'S PERSONAL CLOTHING

Home Economics 11 or 12 Non-Major. Approximate Time - 3 Days

Generalization:

Utilization of a garment is related to the care needed and the facilities available for providing that care.

Behavioral Outcomes Expected:

- Utilizes correct maintenance procedures in the care of clothing.
- Understands the importance of regular care of clothes.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Maintenance Procedures Dry cleaning Pressing Laundering Stain Removal Hanging Brushing and airing Seasonal care and storage	Visit coin-operated laundry and dry cleaning establishment and have manager explain processes. Demonstrate pressing of some problem fabrics. Example: corduroy , drip dry or wash and wear, metallic, etc. Demonstrate effect of different types of stains on fabrics and stain removal. Experiment with laundering of fabrics with different finishes. Evaluate labels from ready-to-wear and yard goods fabrics for amount of information helpful in improving laundry practices. Pack a suitcase and evaluate choice of clothing included as to care needed in packing and when unpacked	Books: 25, 30, 35

before it can be worn. Prepare a list of reminders or tips to follow in storage of clothing.

Construct aids for storing and arranging clothing such as shoulder covers, drawer or shelf dividers, etc.

Make a plan for regular care of clothing and keep a record for two weeks.

Some Main Ideas and Generalizations:

- Garments will give greater serviceability when given weekly and seasonal care.
- Garments will give greater serviceability when immediate attention is given to stains or damage.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - DEVELOPING KNOWLEDGE OF TEXTILES AND ADVANCED SKILLS IN SEWING

Grade Level 11 and/or 12, Semester. Approximate Time - 10 Weeks

Generalization:

Development of skills and abilities in production, selection, and use of textiles and clothing is related to amount of creativity, knowledge acquired, interest, manipulative ability and material resources available.

Behavioral Outcomes Expected:

- Evaluates textile products in relation to use.
- Demonstrates good judgment in selection, use and care of sewing equipment.
- Uses creativity in planning and constructing a selected project.
- Applies sewing techniques in relation to ability.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Textile Products	Pretest on knowledge and identification of textile products.	Pamphlets and Bulletins: 1, 3, 2, 14a, 16
Properties Fiber Weave Thread Count Finish Texture	Evaluate textile products by means of a field trip to department store, fabric center or furniture store, etc.	Films: 2c, 3g,h Pamphlets and Bulletins: 8
	Collect a variety of fabrics. Evaluate in terms of use.	Books: 18, 22, 24, 34, 35 Films: 4a
Uses	Analyze textile products located in the home economics department.	Pamphlets and Bulletins: 6, 7b, 18c,g,h,l, 13a,b,c
	Discuss factors influencing selection.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Clothing	Present film Design for You or a similar one. Discuss.	Filmstrips: 9b Charts: 4a
	Present information on figure types by using shells; color selection by using color scarves. Analyze effect of texture and weave on various figure types.	Charts: 4b Films: 3a
	Make a clothing inventory. Analyze in terms of figure type, color, personality and activities of students.	Charts: 4e Pamphlets and Bulletins: 5
	Analyze textiles used for each garment as to appropriateness for intended use.	
	Model garments for purpose of illustrating "Fad vs. Fashion."	Pamphlets and Bulletins: 27b,c
Household Linens Draperies Slip covers Upholstery	Shop for a standard household item in different types of retail outlets, comparing cost and expected durability. Report to class.	Pamphlets and Bulletins: 22, 26, 34, 40, 14h Films: 8d
Outside the Home Car seats Office furniture Space attire	Do library study. Have individuals write papers on use of textiles outside the home which might be coordinated with English theme writing.	Pamphlets and Bulletins: 22b Charts: 6, 2a
Sewing Equipment	Demonstrate selection and use of equipment and machine attachments.	Books: 5 Filmstrips: 11c
Selection Physical features Performance Cost	Present a film and/or filmstrip on selection and use of small equipment. Generalize.	Books: 25, 29 36
Use	Display sewing equipment with prices. Analyze, evaluate, and generalize.	
	Present ideas on quality and cost in relation to buying equipment. Comparison study.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Care Storage Maintenance	Use problem-solving technique: given a limited amount of money - select sewing equipment and give reasons for selection.	
	Analyze plan for storage of sewing equipment in the home economics department.	Chart: 8
	Practice good storage habits through assigned duties in class.	
	Make a simple repair on department sewing equipment as opportunity arises.	
Advanced Sewing Processes	Pretest on skills - practical and written.	
Selection of Suitable Construction Processes	Evaluate individual cumulative charts to determine sewing skills.	
Pattern Selection	List and discuss factors to be considered in selecting a pattern.	
	Measure and fit shells to determine pattern size and type.	
	Study a variety of patterns to determine construction details and difficulties.	Pamphlets and Bulletins: 27a, b,c,d
	Study terms: "Easy to Sew" "Jiffy" "Proportioned for You"	Books: 4, 5, 6, 7
	Examine information on pattern envelopes. Use opaque projector.	
Pattern Adjustment	Demonstrate pattern alteration and alter patterns as needed.	
Fabric Preparation	Demonstrate preparation of fabric.	Books: 22, 32, 33

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Placing Pattern on Fabric	Demonstrate construction processes as need arises in class.	Books: 17, 29
Cutting and Marking	View films on sewing techniques as the need arises.	Filmstrips: 7a-1, omit f
Staystitching		
Basting	Analyze samples of sewing processes.	Film: 3
Shaping Curved seams Darts Tucks	Study charts and other illustrative materials on sewing techniques as the need arises.	Charts: 12, 9a,d
Pleats Gathers	Evaluate (practical and written) sewing skills and techniques periodically.	Pamphlets and Bulletins: 9, 25
Seams		
Finishes Hems Facings Fasteners Waistband Collar		Filmstrips: 9g,h Pamphlets and Bulletins: 9 Charts:10
"Hidden Values" Backing Interfacing Lining Interlinings Underlinings		Pamphlets and Bulletins: 32 Charts: 7
Fitting		
Pressing		
Trimming Details Pockets Belts Fastenings Cording Decorative stitches Other		Pamphlets and Bulletins: 16 Books: 3
Fitting and Alteration Techniques	Demonstrate how ready-made garments can be altered and made to fit better.	

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
	Note: For laboratory experiences refer to Advanced Comprehensive unit on "Developing Creativity and Aesthetic Values Through the Use of Textiles and Construction Techniques."	
Repairing Techniques	Bring garments to class that need repair. Analyze for types of repair needed. Teacher give a series of demonstrations on the various types of repair.	
	Make a plan to continue keeping garments in repair.	
Creativity in Clothing	Pre-test on the art elements and principles of design.	Books: 13, 15, 30, 14, 35
Design		
Art elements	Illustrate use of art elements.	Charts: 4a,d
Principles of design	Display a color wheel. Discuss the psychological aspects.	
Structural features		
Decorative features	Plan two costumes, each with a different color harmony.	
Construction	Co-ordinate unique combinations of line, color, texture and fabric by use of a flip chart.	Films: 3a
	Express originality by sketching a design: wall hanging, needle work, other. Display student work on hall bulletin board.	Pamphlets and Bulletins: 4, 10, 12
	Modify a pattern or design a garment using the principles of flat pattern and draping. Apply a decorative feature to this garment.	Books: 17
	Apply a decorative feature to a dress already in the wardrobe.	Pamphlets and Bulletins: 4, 10b, 23

Note to the Teacher:

Generalize or transfer learnings to construction of slip covers, draperies, or upholstered furniture.

Some Main Ideas and Generalizations:

- Quality and construction of a product determine durability.
- Income, occupation, and way of living influence needs and selection of products.
- A well-informed shopper saves time, money, and energy.
- The finished textile product will give more satisfactory service when the characteristics of the fabric are compatible with the intended end-use.
- The versatility of textile products is constantly increasing.
- Equipment will give satisfactory service if chosen, used, and cared for properly.
- The cost of good equipment with proper care can be justified by efficiency and length of usefulness.
- Artistic principles can be evident in clothing.
- Creativity is a means of self-expression and personal satisfaction.
- Variation in the use of art elements may change appearance.
- Clothing and use of textiles in home furnishings express feelings, emotions, and ideas.
- Good workmanship is a result of a well-executed technique.
- The ability of the student influences the degree of complexity of the problem to be executed.

CLOTHING, TEXTILES, AND RELATED ART

UNIT - INVESTIGATING EMPLOYMENT OPPORTUNITIES AND REQUIREMENTS

Grade Level 11 and/or 12, Semester. Approximate Time - 4 Weeks

Generalization:

A variety of employment opportunities requires knowledge and skills in the area of textiles and clothing. Good understanding of employment requirements aids in obtaining worthwhile jobs.

Behavioral Outcomes Expected:

- Realizes employment opportunities in the clothing and textiles area.
- Understands requirements for employment.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Employment Opportunities Jobs Dressmakers' Assistant	Collect clippings concerning employment opportunities in the clothing and textiles area. Develop a bulletin board to be used in class discussion.	Films: 1, 7d,f 8a,d
Fitter or Seamstress in a dress shop or department store.	Talk with guidance counselor regarding opportunities for careers and employment. Discuss results of aptitude tests.	
	Make a study of career interests.	Books: 10
Dressmaker (self-employed)	Observe filmstrip on Careers in Home Economics. Evaluate.	Filmstrips: 1
Assistant to Slipcover Seamstress Assistant to a Drapery or Curtain Seamstress	Develop a list of questions to be answered by a panel made up of employers in the areas.	Books: 20

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES	SUGGESTED RESOURCES
Upholstery Seamstress Coin-operated Dry Cleaning Worker		
Careers Teacher Pattern Co. consultant Lab Technician Buyer Interior Decorator Fashion Coordinator Radio and TV Home Extension Agent Consulting Home Economist	Attend Career Day at some college and/or University.	Pamphlets and Bulletins: 17
Requirements for Employment	Explain requirements and preparation for a variety of jobs.	Pamphlets and Bulletins: 30, 38a,b,c, 49
Educational Preparation		
Credentials Social Security Health Certificate Birth Certificate Working Permit References	Make a list of credentials necessary. Class discussion.	
Application Letters Application form	Practice filling out sample application form.	
Interviews Appearance Attitude Preparation	Role-play: personal interview. Review pertinent grooming techniques. Aid an elderly person who needs help in shopping for clothing and/or some help in repairing clothing.	Pamphlets and Bulletins: 35, 18e Filmstrips: 9a,b Books: 7, 11, 14

Some Main Ideas and Generalizations:

- Well-developed skill assures confidence and a higher degree of efficiency in performing a task.
- A knowledge of procedure is important when applying for a job.

CLOTHING, TEXTILES, AND RELATED ART

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CHARTS AND POSTERS

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2.	Agricultural Extension Service Ohio State University Columbus, Ohio 43210	a."Fabrics -- Buying" b."Sewing and Laundering" (L-82)
3.	Coats and Clark, Inc. Education Bureau 430 Park Avenue New York 22, New York	"Sewin Your Zipper" (1-23)
4.	McCalls Education Service McCall Street Dayton 6, Ohio or 230 Park Avenue New York, New York	a."Color Wheel" b."Figure Your Type" c."Know Your Pattern Markings" d."Line Wise Is Design Wise" e."Wardrobe Planning"
5.	National Dairy Council 111 North Canal Street Chicago 6, Illinois	"Posture Teaching Aids for Girls"
6.	J.C. Penney 330 West 34th Street New York, New York	"Fabric Swatches and Fashion Trends"
7.	Pellon Corporation Empire State Building New York 1, New York	"How To Choose and Use Non-woven Interfacing"
8.	Singer Educational Department 30 Rockefeller Plaza New York, New York, 10020	"Threading and Identification of Parts"

9.	Simplicity Education Division 200 Madison Avenue New York, New York	a."How To Put on a Facing" b."How To Make a Continuous Placket" c."Know Your Figure Type" d."Setting in a Sleeve"
10.	Talon Education Service 41-51 Street New York 22, New York	"Zipper Reference File"
11.	Warner Slim Wear Lingerie Bridgeport Connecticut	"Changing Fashion Cycle of the Past 20 Years"
12.	Wiss Newark, New Jersey	"Wiss Chart on Scissors - Clauss Scissor"
13.	Woolite Boyle-Midway Division American Home Products Corporation Chicago Illinois	"How To Wash a Sweater"
14.	Vogue Pattern Company 8 West 46th Street New York 36, New York	"Vogue Kit"

PAMPHLETS AND BULLETINS

American Cyanamide Company., Fiber Division, 111 West 40th Street, New York, New York.
1. What Do You Know about Fibers? Yarns? Fabrics?

American Home Products Corporation, Boyle-Midway Division, Chicago, Illinois.
2. Care for Your Sweaters

American Wool Council,520 Railway Exchange Building, Denver 2, Colorado.
3a. America's Magic Wools
b. Characteristics of Woolen and Worsted Fabrics
c. Enjoy the Natural Wonders of Wool
d. Nine Lessons in Sewing with Wool
e. Pressing Your Wool Wardrobe
f. Sheep in America - The Story of Wool and Lamb
g. Wool, Grades of Wool, and the Sheep That Produce Them
h. Wool Fashions in Plain or Plaid
j. Wool - From Fleece to Fabric

Avon, 30 Rockefeller Plaza, New York 20, New York.
4. A Girl's Guide to Make-Up

Bobbie Brooks, Inc., Department C-9, Cleveland, Ohio.
5. Wardrobe Magic

Botany Mills, Inc., Passaic, New Jersey.
6. Wool Primer

Calgon Corporation, Home Service Center, Pittsburgh 30, Pennsylvania.
7a. The Laundry Book
b. Water Ways

Celanese Corporation of America, 180 Madison Avenue, New York 16, New York.
8. Identification - The Word Is Identification

Coats and Clarks' Educational Bureau, 430 Park Avenue, New York 22, New York.
9. Sew in Your Skirt Zipper 1-2-3

Cooperative Extension Service, The Ohio State University, Columbus, Ohio.
10a. Design-Line-Form-Space
b. Dress up Dress
c. Shopping Hints - Better Dresses

Coty, Inc., Box 808, Radio City Station, New York 19, New York.
11. How To Go Back to School Beautiful

Cuticura, Inc., Batavia, Illinois.
12. How To Wash Your Face

E.I. DuPont deNemours and Co., Inc., 10th and Market Street, Wilmington, Delaware, 19898.
13a. DuPont Fiber Facts
b. What Gives with Lycra Spandex
c. What You Should Know about Upholstery Fabrics

Faultless Starch Co., Kansas City, Missouri.
14. Handbook of Starching

*Federal Trade Commission, Washington, D.C.
15a. Rules and Regulations under Flammable Fabric Act
b. Rules and Regulations under Fur Products Act, 1952
c. Rules and Regulations under Textile Products Identification Acts, 1960
d. Rules and Regulations under Wool Products Labeling Act, 1953

General Electric Co., Bridgeport 2, Connecticut.
16. Press as You Sew

Gold Seal Company, Bismark, North Dakota.
17. Stretch Fabrics

Hollywood Vassarett, 718 Glenwood Avenue, Minneapolis, Minnesota.
18. This Is Lycra

Home Laundry Conference
*19. Home Laundry '65 - Update for Excellence. A Report on the 18th National Home Laundry Conference.

Household Finance, Prudential Plaza, Chicago, Illinois 60601.
20a. Credit-Installment Buying
  b. Money Management
  c. Your Clothing Dollar

International Silk Association, Education Department, 185 Madison Avenue, New York 16, New York.
21. Only Silk Is Silk

Irish Linen Guild, 1270 Avenue of the Americas, New York 20, New York.
22. The Story of Linen

Kimberly Clark Corp., Neenah, Wisconsin.
23. You're a Young Lady Now

Knox Gelatin, Inc., Johnstown, New York.
24. A More Attractive You

Lily Mills, Shelley, North Carolina.
25. Lily Instructional Leaflets

Man Made Fibers Producers Association, Inc., 350 Fifth Avenue, New York, New York 10001.
26. Man Made Fibers - A Summary of Origins, Characteristics and Uses

McCall's Corporation, Dayton, Ohio.
27a. Basically Yours
  b. Line Chart
  c. Pick the Perfect Pattern
  d. Size Right Shells
  e. Tips for the Sew Set

National Cotton Council, P.O. Box 12285, Memphis, Tennessee 38112.
28a. Cotton from Field to Fabric
  b. Cotton Panorama
  c. How To Stage Your Fashion Show of Cottons
  d. Why Cotton
  e. Why You Can Count on Cotton
  f. Wonderful World of Cotton

National Dairy Council, 111 North Canal Street, Chicago 6, Illinois.
29. Posture Teaching Aids for Girls

Orco Publishing Company, Lexington Avenue, New York, New York.
30. How To Get That Part-time Job

Owens Illinois Glass Company, Toledo 1, Ohio.
31. Chronicle on Cosmetics

Pellon Corporation, Educational Department, 1120 Avenue of the Americas, New York 36, New York.
32. Pellon Primer of Smart Sewing

Pendleton Mills, Portland, Oregon.
33. Wool Responds Beautifully to Easy Care

J.C. Penney Company, Educational Relations Department, New York, New York.
34. Fabric Swatches and Fashion Trends

Personal Products Corporation, Division of Education, Box 25, Miltown, New Jersey.
35. Grooming and Beauty Portfolio

Proctor and Gamble, Educational Department, Cincinnati, Ohio.
36a. Approved Methods for Home Laundering
  b. Focus on the Family Wash
  c. Teeth Charts
  d. Through the Looking Glass

Purex Corporation, Ltd, Public Relations and Educational Service, 30 East 40th Street, New York, New York 10016.
37. Spot and Stain Care with Less Wear and Tear

Science Research Association, 259 East Erie Street, Chicago, Illinois: New York, New York.
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  a. How To Get a Job
  b. Our World of Work
  c. Your Personality and Your Job

Scotts Paper Company, International Airport, Philadelphia 13, Pennsylvania.
39a. Off to a Beautiful Start
  b. World of a Girl

Sears, Roebuck & Company, Consumer Education Division, 925 South Homan Avenue, Chicago, Illinois 60607.
40. Hidden Values

Ship and Shore, Upland, Pennsylvania.
41. Questions To Ask When You Buy a Blouse

Simplicity Pattern Company, Educational Division, 200 Madison Avenue, New York 16, New York.
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  c. Waistline Chart
  d. What Pattern Type and Size for You

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44. The History and Relationship of the World's Cotton, Sir Joseph Hutcheson, 1963

Speed Queen, Ripon, Wisconsin.
45. All about Drying

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Toni Company, Merchandise Mart, Chicago 54, Illinois.
47. Miss America Hair Styling

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49. How To Get and Hold the Right Job

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2a. Bedtime for Janie (26 minutes. Color.)
  b. Heads up for Beauty (25 minutes. Color)
  c. Touch of Wool (13 minutes. Color)
  d. Quality Control in Merchandizing, Association Films, Inc., 561 Hill Grove Avenue, LaGrange, Illinois.

3a. Clothes and You: Line and Proportion (11 minutes. Color)
  b. Good Grooming for Girls
  c. How To Be Well Groomed
  d. Improve Your Posture
  e. Making the Most of Your Face
  f. Personal Health for Girls

g. Yarn and Cloth Construction
h. Basic Fibers in Cloth, Coronet Instructional Films, 65 East South Water Street, Chicago 15, Illinois.

4a. Facts about Fabrics (26 minutes)
b. This Is Nylon, E.I. DuPont DeNemours and Company, Wilmington 98, Delaware.

5. Wool: From Fleece to Fabric (30 minutes. Rental.), Encyclopedia Britannica, Preview and Rental Library, 9794 Newton Avenue, Cleveland 6, Ohio.

6. A Visit with Hanes (hosiery), Hanes Film Library, 276 W. 25th Street, Department of Home Economics, New York, New York.

7a. A Man You Can Lean On (13 minutes. Color)
b. A More Attractive You (20 minutes. Color)
c. The Beauty Habit (28 minutes. Color)
d. Design X1099 (27 minutes. Color)
e. Dial Good Grooming Film
f. Good Looks
g. It's Wonderful Being a Girl (20 minutes. Color)
h. Naturally Silk (15 minutes. Color)
j. Off to a Beautiful Start (22 minutes. Color)
k. Scrub Game (19 minutes. Color)
l. Teen Aged! Have Acne? (10 minutes. Color), Modern Talking Picture Service, 9 Garfield Place, Cincinnati 2, Ohio or 2238 Euclid Avenue, Cleveland 14, Ohio.

8a. Court of Fashion (10 minutes. Color or black and white)
b. Tomorrow's Classics (10 minutes. Color)
c. Nature's Wonder Fiber (28 minutes. Color)
d. The Designer (12 minutes), National Cotton Council, P.O. Box 12285, Memphis 12, Tennessee.

Film Strips

American Home Economics Association, Washington, D.C.
1. Careers

The Chlorox Company, Oakland, California.
2. The Cleaning and Whitening Magic of Bleach

Coats and Clark, Inc., 430 Park Avenue, New York 22, New York.
3. Successful Sewing with Wash and Wear Fabrics

Coty, Box 808 Radio City Station, New York 19, New York.
4a. To Beauty or Not to Beauty
b. Five Magic Mirrors

Crouston Print Works, 261 Madison Avenue, New York 16, New York.
5. The Story of Cotton Prints and Easy Care Finishes

Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois.
6a. Your Money's Worth in Shopping
 b. New Look at Budgeting (18 minutes)

McCall's Sewing Filmstrip Services, 114 East 31st Street, New York 16, New York.
7a. Collars
 b. Construction Ahead
 c. Essential Extras
 d. Facing a Neckline
 e. Hemming a Skirt
 f. Historical Highlights and Contemporary Clothes
 h. Setting in a Sleeve
 j. Starting from Scratch
 k. The Inside Story (seams)
 l. The Size Is Right

McGraw-Hill Book Company, Inc., Text Film Department, 330 West 42nd Street, New York 18, New York.
8. Right Clothes for You

J.C. Penney Company, Inc., 330 West 34th Street, New York 1, New York. Educational Relations Department. (Free from your local Penney Store Manager. If none in your area write to above address)
9a. Color as You See It
 b. Designed for You
 c. How To Buy a Slip
 d. How To Buy Shoes
 e. How To Buy a Sweater
 f. How To Select Fabrics for Garments
 g. The A B C's of Applying a Dress Zipper
 h. The A B C's of Applying a Skirt Zipper

Proctor and Gamble, Educational Department, Cincinnati 1, Ohio.
10a. Focus on the Family Wash
 b. Our Modern Washday
 c. Washday Wonders

Sears, Roebuck and Company, Consumer Education Division, D/703, 925 South Haman Avenue, Chicago, Illinois 60607.
11a. Seasons Fashions
 b. Foundation Garments
 c. Small Equipment

Sewing Filmstrip Service, 114 East 31st Street, New York 16, New York.
12. The Use of the Buttonholer

The Wool Bureau, Inc., 16 West 42nd Street, New York 36, New York.
13. Visual Wool Educator

Visual Educational Consultants, Madison 1, Wisconsin.
14. The Up and Down of Fabric 2830 (45 frames)

PERIODICALS

1. American
"Female or Feminine. Problem of Growing Immodesty," Vol. 109, August 3, 1963, p. 107.

2. American Home
"Fill Home with Lively Fabrics," Vol. 67, January, 1964, pp. 50-53.

3. Antiques
"Grower of Indian Chintz," Vol. 81, February, 1962, p. 220.

4. Better Homes and Gardens
"Crewel Embroidery," July, 1965, p. 122.

5. Changing Times
"What Other People Spend on Clothes," March, 1962.

6. Consumers Bulletin
"Will Consumers Benefit from the New Textile Labeling Act?" Vol. 43, March, 1960, p. 9.

7. Consumer Reports
a. "Sleek Schemes To Sell You Things," September, 1956.
b. "Textile Labeling Act Goes into Effect," Vol. 25, March, 1960, pp. 148-151.

8. Co-Ed
a. "Fashion Artistry," March, 1965.
b. "Fashion a Foot Yesterday and Today--History of Shoes," February, 1963, p.32.
c. "On Stage for a Fashion Show," March, 1965, p. 19.
d. "The Art of Wardrobe Building," March, 1963.

9. Design
"American Indian," Vol. 64, September, 1962, p. 39.

10. Family Circle
"So Be Creative - It's Good for You," July, 1965, pp. 32-41.

11. Farm Journal
"How To Look Your Best in a Teen Dress Review," June, 1962, p. 104.

12. Good Housekeeping
"Cloth of Summer Flowers To Stitch for Your Table," July, 1965, p. 122.

13. Harpers
"Decline and Fall of Fashion," Vol. 275, October, 1962, pp. 134-40.

14. Journal of Home Economics
a. "Behavior of Laminated Fabrics in Garment Construction," May, 1963, p. 353.
b. "Clothing for Children with Physical Handicaps," October, 1963, p. 639.
c. "Challenge of New Methods in Clothing Construction," January, 1965, p. 63.
d. "Closures for Women's Tailored Garments," June, 1963, p. 1443.
e. "Clothing Symbolism," Vol. 54, January, 1962, p. 48.
f. "Consumer and Home Economist Fabric Descriptions," Vol. 54, No. 1, January, 1965.
g. "Concepts for Teaching of Clothing," May, 1963, pp. 342-343.
h. "Fabrics, Styles of Colonial Window Hangings," Vol. 56, No. 8, October, 1964, p. 588.
j. "Fashion Therapy," Thelma Thompson, Vol. 54, No. 10, December, 1962, p. 835.
k. "Motivations Underlying Clothing Selection and Wearing," Evelyn S. Evans, December, 1964.

15. Journal of Psychology
"Personal Attributes of Color and Design in Clothing Fabrics," Compton, New York, 1962, pp. 191-195.

16. Look
"Stretch Clothes," May 21, 1963, pp. 45-46.

17. Mademoiselle
"Day in the Life of a Fashion Editor," Vol. 54, March, 1962, pp. 172-174.

18. Practical Forecast
a. "Art of Being Well Dressed," February, 1962, p. 13.
b. "Everything's Coming up S-T-R-E-T-C-H," January, 1964, pp. 20-22.
c. "Fashion French Style..The Special Paris Look," Vol. 10, No. 3, November, 1964.
d. "Fashion Show," March, 1961, pp. 16-22.
e. "Guidance in Grooming," February, 1965, p. 54.
f. "Guide to Creative Fashions," April, 1965, p. 32-35.
g. "Guide To Help You Understand the New Textiles Labeling Law," J. Campbell, Vol. 5, February, 1960, pp. 28-29.
h. "Guide to Sewing Abilities," October, 1964, pp. 50-52.
j. "How To Give a Fashion Show," May, 1960, p. 28.
k. "How To Make Your Fashion Show a Five-Star Production," April, 1963, p. 8.
l. "New Tailoring Techniques," April, 1964, pp. 18-22.
m. "One Suitcase Wardrobe," May, 1963.

19. Redbook
a. "Fads and Fashion," Vol. 120, January, 1963.
b. "Embroidery Design," April, 1961, pp. 19-21.

20. Successful Farming
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21. Travel
"Don't Discount Dior," C.C. Pepper, Vol. 119, January, 1963.

22. What's New in Home Economics
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b. "Types, Trends, and Treatments in Decorators Textiles," Vol. 29, No. 3, March, 1963.

23. Womans Day
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24. Others
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b. Butterick
c. McCalls - Monthly
d. McCalls Needle Work Book
e. Simplicity
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g. Vogue

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

412/413

SCOPE AND SEQUENCE

SEVENTH AND EIGHTH GRADES

BEING A COOPERATIVE HOME MEMBER

HOME ECONOMICS I COMPREHENSIVE

GAINING AN APPRECIATION OF HOMES

ARRANGING FURNITURE AND SPACE FOR VARIOUS ACTIVITIES

HOME ECONOMICS II COMPRENSIVE

MAKING A HOME MORE LIVABLE AND ATTRACTIVE

ADVANCED HOME ECONOMICS COMPRENSIVE

UNDERSTANDING FUTURE HOUSING NEEDS

EVALUATING FLOOR PLANS

SELECTING FURNISHINGS FOR THE HOME

SELECTING EQUIPMENT FOR THE HOME

PLANNING AN EFFICIENT KITCHEN

JUNIOR – SENIOR NON–MAJOR HOME ECONOMICS

DEVELOPING AN UNDERSTANDING OF HOUSING NEEDS

SEMESTER COURSE

MEETING FAMILY HOUSING NEEDS

DEVELOPING A KNOWLEDGE OF HOW TO FURNISH, DECORATE, AND EQUIP A HOME

UNDERSTANDING THE COST OF HOUSING, FURNISHINGS, AND EQUIPMENT

ANALYZING JOB OPPORTUNITIES AND DEVELOPING SKILLS

AN INTRODUCTION TO
HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Housing is an environment created by structure, furnishings, equipment and surroundings which affects the social, psychological and aesthetic aspects of the individual and family.

In developing this material, emphasis has been placed on developing within students a greater appreciation of their present homes and a desire to contribute to their improvement. This may be done by:

- helping students understand why families live as they do.
- emphasizing the needs and rights of all family members in sharing space in a home.
- developing an awareness of responsibility in caring for the home and keeping it safe.
- applying art principles in decorating the home and adding accessories.
- improving skills in housekeeping processes.

Consideration has been given also to helping students set up goals for their own homes which they will eventually establish. Recommended content will include:

- choice, selection, and financing of housing.
- furnishing, decorating, and equipping the home.
- care and maintenance of the home and its furnishings.

It is expected that the learnings in Comprehensive Home Economics I and II will be given sufficient emphasis to furnish the necessary background for Comprehensive III. Since many of the learnings in Comprehensive III are basic to the area of management, consideration should be given to teaching some of the material in management. The content suggested is extensive, therefore, it is recommended that the teacher select and plan with the students the desired learnings for each unit.

The semester course is designed to give an intensive study of Housing and Furnishings which should give basis for employment in fields which require such knowledge.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - BEING A COOPERATIVE HOME MEMBER

Grade Level 7th and 8th. Approximate Time - 2 Weeks

Generalization:

Factors determining needs for and use of housing space include the characteristics of the people and the nature of their activities. The physical condition, age, and personality characteristics of individuals affect the degree to which the furnishings and equipment are cared for and used safely.

Behavioral Outcomes Expected:

- Recognizes the needs of all family members in the use of space and furniture arrangement in the home.
- Develops some ability in arranging furniture and lighting for convenience and comfort of all family members.
- Develops increased ability in performing tasks in the care of the house.
- Develops some ability to plan and arrange storage, and care for equipment safely.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Sharing Space in the Various Areas of the Home	Use case situations of teenagers in relation to sharing space with family members. Students divide into groups and discuss ways in which problems might be solved such as:
Places for privacy	Entertaining friends Having a place to study Having a place for hobbies, etc. Sharing a bedroom with a younger sister

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Places to entertain: Patio or yard Basement Girls' room Recreation room and living room	Show pictures of different kinds of rooms: multi-purpose, recreation, bedroom, etc. Students identify teen-age activities that may be carried out in these rooms Plan types of entertainment that may take place in these rooms.
Sharing in Caring for the Home	Discuss: What am I giving and what am I getting from where I live? What is my share in the giving and getting? What can I do to improve the way I live now and in the future? What do I contribute to my neighborhood and community? Have groups present skits showing how Mr. and Mrs. Neat Home Owner make their presence felt as individuals in the neighborhood and contrast with Mr. and Mrs. No Care Home Owner. Make a list of household duties performed regularly at home. From the list have each student place one check by those items she does well. Place two checks by those items she could improve. Practice these until someone notices improvement. Assign demonstrations to show techniques for: floor care, windows and mirrors, dusting, cleaning and waxing furniture, making a bed, arranging storage space in clothes closet, and arranging storage space in dresser drawers. Obtain or construct a suitable carrying device for small cleaning tools and supplies. Set up an exhibit in the home economics room of a convenient and complete kit.
Keeping the Home Safe	Make a safety check list: (Pre-test and Post-test). Take a look at your home for safety. Discuss how students can prevent accidents in their homes. Bring in clippings from newspapers of accidents occuring in the home.

	What lurks in wait for you	Yes	No
1.	Rugs that skid		
2.	Sharp edges of furniture in traffic paths		
3.	Open doors		
4.	Open drawers		
5.	Objects on stairway		
6.	Heavy objects above head level		
7.	Extension cords overloaded		
8.	Extension cords underfoot		
9.	Slippery floor		
10.	Storage of poisons		
11.	Etc. (Students add to check list)		

Some Main Ideas and Generalizations:

- Families differ in their ability to provide space for family members.

- A person can experiment and devise ways to keep his belongings neat and orderly.

- Thoughtful planning permits the sharing of a room without eliminating privacy and space.

- The development of good habits of househeeping promotes good family relationships and contributes to convenience and safety in the home.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - GAINING AN APPRECIATION OF HOMES

Home Economics I Comprehensive. Approximate Time - 1 Week

Generalization:

Housing fulfills many functions for man. It is his means of modifying the environment to meet his physical needs for comfort and safety, his psychological needs for privacy, security, etc., his social need for status, and for interactions with people. It is one means by which man expresses himself.

Behavioral Outcomes Expected:

- Appreciates some of the values and needs families have that influence the kinds of houses in which people live.
- Understands the different ways in which families meet their housing needs.
- Understands satisfactions gained in different types of housing.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Interests and Needs of Family Members Physical Social	Use stories from teen-age magazines or use pictures to illustrate needs of teen-agers in housing. Compare housing needs of teen-agers with that of younger children. Through role-playing discuss problems one might have in relation to meeting needs in housing at various times in life.
Psychological Asethetic	Make a bulletin board to depict life cycle stages showing needs in housing. Make simple and large enough to add items to the board pertaining to the whole unit.
	Make a list of qualities you believe to be important in a house such as adequate heat, light, sunshine, space for play, privacy, and pursuit of hobbies.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Have question box in which students can put list of pet peeves as they are related to need for: privacy, security, etc... Present panel composed of teenager, young homemaker, parent, and senior citizen to discuss: "How the pet peeves relate to each member's need for a place to retire to himself to think, relax, or pursue his own interest." If a problem is sharing a room, determine what conflicts could develop and find ways to overcome them. Ask yourself, "What personality traits could be strengthened to make sharing a room a rewarding experience for all?" Have a student bring in a picture of an attractive room and an unattractive room. Be prepared to tell why you think the room is attractive or unattractive.
Convenience and Comfort	Have groups prepare bulletin boards or use a flannel board to show how the selection of housing is affected by nearness to work, school, church, recreation, shopping areas. Contrast the rural areas with urban and suburban. Show (opaque projector) or have a display of pictures which illustrate different types of housing in which people live. Discuss different values people might have that affect the choice of a place to live. Ask students to observe housing in the area in which they live. Find housing of different types. Use case situations of families who have made choices in housing because of different values or resources.

Some Main Ideas and Generalizations:

- Housing provides the setting for the physical, social, and emotional development of individuals and of families.

- The aesthetic character of housing affects the social activities of individuals and relationships between family members.

- Human factors which influence type and use of housing are: individual and family needs, values, attitudes, aesthetic and educational levels, abilities and skills.

- Man needs shelter for protection, residence, privacy, and self-expression.

- Housing is a resource used in attaining individual and family goals.

- If one feels his needs or wishes are considered by the family, even though his needs are not met, he will feel more satisfied or secure.

- Before stress situations arise, the family should have an understanding of responsibilities to self, family and neighborhood.

- Values may differ because of cultural background and experiences, but there are many values which are common to all societies.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - ARRANGING FURNITURE AND SPACE FOR VARIOUS ACTIVITIES

Home Economics I Comprehensive. Approximate Time - 1 Week

Generalization:

The arrangement of furniture affects the activities of individuals and relationships between family members. The aesthetic character of the home affects the mental well-being of the occupants.

Behavioral Outcomes Expected:

- Develops some ability to plan and arrange furniture to meet individual interests or needs.
- Understands the basic principles of design.
- Gains some ability in selecting and arranging accessories for a room that contributes to the appearance of the room.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Arrangement of Space and Furniture Activities	Show a film or have resource person such as a college student explain: "How to study". Evaluate pictures of lamps, desks, and study areas. Use available facilities in the department and set up a demonstration study area that may be adapted to a living room, kitchen, or bedroom. Refer to recipes for good lighting.
Convenience	Use floor plan charts and furniture design cutouts and divide students into groups to work out space arrangements for sleeping, dressing, studying, entertaining, and hobbies. In presenting results to the class emphasize how need for convenience is met.
	Measure home economics room or rooms at home to gain idea of room size.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Aesthetic Qualities	Use opaque projector or everyday objects in the laboratory such as: chairs, bookcases, sofa, vases, etc., to show that every design is made up of the art elements of color, texture, line or form.
	Discuss the meaning of balance using small set of scales or a pencil placed on an eraser. Demonstrate equal and unequal balance. Students find an example of balance in the room. Using laboratory objects make arrangements showing formal and informal balance.
	Define proportion and scale as used in arrangements.
	Discuss the principle of rhythm by using bias tape in rhythmic patterns on the bulletin board. Have students find examples of rhythm in the room. Select an object in the laboratory illustrating the repetitive rhythmic patterns.
Buying or Improvising Furnishings	Show pictures with improvised accessories, furniture and storage facilities. Teachers and students bring in examples of articles made or created from available materials in the home.
	Suppose each student were given $10.00 to spend on a room. Decide what to buy. What are the possibilities of improvising a similar item at lower cost?
	Use available furnishings in Home Economics department to set up a model arrangement of drawer and closet space. Use contact paper or wall paper to cover boxes to use for dividers and other types of storage. Compare with similar purchased conveniences.

Some Main Ideas and Generalizations:

- The amount of space and arrangement of furniture for a given activity is determined by work habits, type of body movement, the number and size(s) of people engaged in the activity.
- Planning functional work areas and centers involves decisions for furnishings and accessories.
- Decorative accessories for the home need not be expensive or purchased ready-made.

- An attractive and cheerful appearance of a room can be achieved through selection and arrangement of accessories. The interests and personality of the person using the room should be kept in mind in choosing accessories.

- Each individual needs to have space for his belongings, for special activities and for individual interests in order to have a feeling of satisfaction and security.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - MAKING A HOME MORE LIVABLE AND ATTRACTIVE

Home Economics II Comprehensive.   Approximate Time - 4-5 Weeks

Generalization:

Aesthetic satisfaction in home furnishings requires consideration of personal values and interests and one's concept of design. Homemaking tasks are facilitated by equipment and furnishings installed or stored for maximum convenience, care and safety.

Behavioral Outcomes Expected:

- Acquires an understanding of and some ability to apply the principles of design to make a home more livable.
- Develops an ability to arrange furniture for attractive, comfortable and effective living.
- Develops an ability to use furnishings, equipment and lighting for comfort, convenience and safety.
- Develops an ability to use storage areas effectively.
- Gains an understanding of how to evaluate equipment in relation to performance, serviceability, and suitability.
- Recognizes and uses those safety principles which should be provided in a home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Planning a Room Furniture	Show pictures of comfortable and livable rooms for a family. Identify the features, such as: space for activities, lighting, storage and the use of color and design which result in convenience and satisfaction for the members.
Needs	View a film, such as The ABC's of Decorating Your Home or Decorating With Ease . Identify guides for furniture arrangement.
	Review film and look for functional groupings. Attempt to pinpoint specific activities. Locate arrangements for good and poor traffic patterns.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Arrangement	Show pictures of living rooms that show examples of groupings, such as: conversational, reading and music, formal and informal, and centers of interest. Have students identify each. With a family situation in mind, demonstrate poor and good arrangements of furniture so the room functions for the family. Use a flannel board and furniture cutouts made to scale. Students then apply their learnings to class by demonstration on board arrangements of furniture for various activities. Students judge the presentations according to previous learnings.
Care	Display examples of cleaning equipment and supplies. From discussion determine difference between soap and detergent, furniture polish and wax, etc. Discuss merits and uses of each. Extend discussion to removal of spots from upholstered furniture, wool carpet, nylon carpet, etc. Include care of wood floors and linoleum. Work out cleaning schedule for living room (or some other room in the house). Check on time it takes to do each task. Experiment and decide on the fastest way to do a good job. Discuss the value of glass or formica tops on furniture.
Use of Art Principles	Have a new and very attractive center of interest in the classroom which applies the principles of design. Observe center of interest and evaluate in relation to what is seen and what the feelings are about the arrangement. Develop an understanding of the principles and elements of design by analyzing pictures of poor and good use of color and design in furniture. Find pictures that illustrate the principles and elements of design. Develop a bulletin board using these pictures. Relate principles of design to other areas of home economics such as clothing selection.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Describe problem situations in a room such as a high ceiling, small room, or unattractive furniture. Show how hue, value and intensity can be used as a solution. Write a summary statement on effect of color on a room.
	Demonstrate the development of a color scheme by use of swatches of drapery, upholstery, carpeting, etc.
	Develop pleasing color harmonies for a room of their choice.
Lighting for the Home	Demonstrate the meaning of a foot-candle.
Function	Present standards of lighting for various home activities such as reading, sewing, and watching T.V.
Safety	Measure light from a table lamp with a light meter using various sizes of light bulbs. Determine effect of height and placement of lamp. Show the effect of color in reflection of light.
Beauty	Use inexpensive translucent shade to show glare of a light. Line half of shade with white paper to show proper control of light on a task.
	Compare costs of using various sizes of light bulbs and relate cost to adequate lighting.
	Use lighting recipes from Better Light, Better Sight Bureau to set up properly lighted areas in home economics room such as dishwashing or eating areas.
	Visit a furniture store lighting department to see lamps and judge their practical and decorative value. This could also be done by a display in the home economics rooms.
Storage	Display various articles commonly used at home. Have students tell where they might be stored. Explore all possibilities including what can be done when storage space is inadequate.
	Develop an understanding of storage principles through reading about storage.

Contrast a "Fibber McGee" closet or "scrambled" drawer with well-planned storage in which the articles are easy to see, easy to reach, and easy to grasp.

Plan convenient storage for clothes. linens, personal possessions or recreation equipment.

Show various devices which can be used or built at home in order to improve storage. Some of these could be drawer dividers, step shelves, sliding trays or boxes. These can be made for home experiences.

Prepare a check list to evaluate adequacy of home-storage areas. Have check list mimeographed and used by students to check home storage. Evaluate use of storage in the Home Economics Department.

Equipment

Needs

Use

Consider the income, activities, types of residence, type of family, space available and mobility of family number in family.

Show pictures of equipment on opaque projector and discuss the term "labor-saving" in connection with them. List the equipment you would choose for necessity and that which would be luxuries.

Students have a "scavenger hunt" at home to locate unused appliances. Why are they not used?

Display several types of equipment "use-and-care" booklets. Explain "When all else fails, read the directions".

Study rules for proper use, such as: never force working parts of a motor, don't overload, oil as directed and grasp plug, not cord.

List the home accidents which frequently occur from using home appliances. Discuss precautions, such as the following:
Put beaters in mixer before plugging in.
Keep fingers from garbage disposal.
Clean oil from floor where spilled.
Keep hands from wringer rolls and,
Turn off range units when finished.
Set up simulated home accidents. Have students role-play solutions.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Care	Compare types of finishes (porcelain, steel), used for appliances, in relation to wear and ease of care. Collect examples of specific warranties, seals, and guarantees. After explanation to students, have girls analyze them in terms of protection, safety, durability and length of guarantee. Class groups investigate and discuss the value of Underwriter's Laboratories for testing equipment. Make a survey to determine the service available in the community.
Safety	Check location of appliances with regard to safety. Bring in newspaper clippings or a true story from home telling how the lack of safety was involved in the use of equipment in the home. Review safety rules, such as: keep heating units and cords from water, cool hot appliances before storing, use kind of current and circuit specified, and know how to make use of safety release. Determine need for safety for a person using a wheel chair or braces, or for the crippled or aged.

Some Main Ideas and Generalizations:

- Selection and arrangement of furnishings are based on needs, personal preferences and one's concept of design.
- Beauty can be attained through the use of color, design, and texture.
- The designing of any aspect of housing offers opportunities for creativity.
- Quality and quantity of lighting affect the function and decorative aspects of rooms.
- The kind and amount of illumination needed in housing varies with the physical surroundings and the demands of the physical tasks. It affects the ease with which these tasks are done.
- The number, size, location and arrangement of storage facilities simplify or complicate family living.
- Homemaking tasks are facilitated by equipment appropriately selected for the individual or family and installed or stored for maximum convenience.

- Family composition, values, goals, patterns of living, available space and funds influence the kind and quantity of furniture and equipment acquired by an individual family.

- Proper use and care of furnishings and equipment reduces maintenance and repair costs.

- When safety is emphasized in the placement and use of household furnishings and equipment, the probability of danger of physical injury to the occupants and damage to property is reduced.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - UNDERSTANDING FUTURE HOUSING NEEDS

Advanced Home Economics Comprehensive. **Approximate Time - 1 Week**

Generalization:

Environmental factors as well as values influence form, location, and use of housing. Housing financing is an integral part of financial management and requires making rational decisions with regard to fitting housing expenditures within individual and family income.

Behavioral Outcomes Expected:

- Understands and appreciates problems of people in securing housing.
- Understands that values and needs of families differ in housing.
- Understands how government agencies (local and federal) are meeting housing needs.
- Develops some judgment in selecting housing to meet individual and family needs.
- Develops some ability in planning the use of resources for securing housing for a family.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Conditions Affecting Housing Climatic Social Economic Cultural Physical Technological Political (Governmental)	As a basis for discussion use illustrations of various kinds of architecture found in different sections of the United States. Account for differences. Students collect pictures of different types of housing (apartments, mobile houses, trailers, single and multiple dwellings). Survey community for different type dwellings and study advantages and disadvantages of each. Make a summary statement concerning factors that would influence choices.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Needs and values of individuals and families	Use information on social and economic changes in Ohio. Bring out changes that have had an influence on housing for families. Divide class into groups and each group prepare a report on how these changes have affected housing in their own community.
Federal and local government aids to housing	Students investigate and prepare reports on various federal programs for providing housing for different groups.
	Students investigate and report on what the local community is doing to provide adequate housing.
	Find out about local ordinances and regulations in housing.
	Prepare a statement on benefits derived from public housing.
Selection of a Place to Live	Present a card with short case history of a family to each student. Have each student report on how needs and values of the family studied would influence selection of housing.
Family requirements	Review family activities at different life cycles.
	Identify what is included in family resources, time, energy, skills, abilities, etc.
	Suggest ways in which family resources other than money can be combined with income to secure wants and needs in housing.
	Prepare a summary statement on factors that families will consider in selecting housing.
Available housing	Make a survey of available housing. Use newspaper advertisements.
	Discuss problems families may have in finding right type of housing.
	Evaluate desirability and costs of various types of housing.
Factors to consider in renting or buying	Analyze advantages and disadvantages of buying or renting a home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Bring resource people to class (real estate person, manager of rental property).
Selecting a site	Report on vacant lots for building.
	Evaluate the lots from standpoint of desirability.
	Interview parents or other persons. Find out factors that influenced choice of location in a home.
Legal and financial aspects	Find out about zoning restrictions, building codes, taxes in local community, special assessments.
	Investigate amount of money at different income levels families can safely invest in a home.
	Invite qualified persons to discuss with the class how to secure a loan and different plans for financing a home.
	Examine deeds, contracts, abstracts, and mortgages. Have a qualified person explain legal aspects of financing a home.
	Show how cost of financing a home is estimated. Compare cost of a loan over a 15, 20, 30-year period. Compare cost of financing with a small down payment and a large down payment, different interest rates.
	Prepare a statement on responsibilities of home ownership.

Some Main Ideas and Generalizations:

- Values of individual families, their standards and ways of living influence preferences in housing.
- A family's requirements for housing change with variation in the family situation.
- Large investments of money are more wisely made after careful study of the total situation.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - EVALUATING FLOOR PLANS

Advanced Home Economics 11-12 Comprehensive. Approximate Time - 1 Week

Generalization:

Form refers to an organization of structural plans in which a designer has expressed his conception and vision. Function as it is understood in architectural theory is an integration of purpose and form.

Behavioral Outcomes Expected:

- Gains some understanding of how to read blueprints.
- Understands criteria for judging a floor plan.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
House Plans	Study house plans for blueprints. Learn meaning of symbols.
Interpreting a Floor Plan	Visit new house. Evaluate plans.
Criteria for Judging a Floor Plan Room arrangements Size and shape of rooms Family activities Safety (electric outlets) Privacy Comfort Convenience Traffic patterns Flexibility Storage	Evaluate floor plans from magazines in relation to criteria.

Some Main Ideas and Generalizations:

- Careful, preliminary planning with architects is necessary to bring about desired results.
- Blueprints are to houses as patterns are to dresses - - proper selection of size, style, and material and use, and proper interpretation of symbols are essential to bring about satisfaction.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - SELECTING FURNISHINGS FOR THE HOME

Advanced Home Economics Comprehensive. Approximate Time - 1 Week

Generalization:

Family composition, values, goals, standards, patterns of living, resources and space influence the kind and quality of furniture and the background for furniture acquired and cared for by an individual or family. Furnishings are means by which man adapts housing structure to his private use.

Behavioral Outcomes Expected:

- Develops creative ability and originality.
- Understands your home reflects you.
- Realizes pleasure in furnishing a home does not always result only from purchasing new furniture.
- Develops ability to make wise selections in home furnishings.
- Gains understanding in how to stretch the decorating budget.
- Develops an appreciation of the aesthetic qualities in furnishings.
- Understands how to maintain the aesthetic qualities in furnishings.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Furniture	Show pictures of different interiors of homes. Summarize the points that the persons who live in these homes have considered in selecting the furnishings.
Budgeting for furniture	Discuss desirability of having a plan for purchasing furnishings for the home.
	Use a family situation and develop plan for purchasing furnishings for the home. Decide what used furniture could fit into the plan.
	Decide upon furnishings that are major purchases and involve a major outlay of money. Formulate guides for purchasing on time.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Compare cost of borrowing from bank with installment plans offered by stores.
	Decide upon essential pieces of furniture for newlyweds.
Remodeling furniture	Demonstrate refinishing a piece of furniture.
Trends in furniture	See a demonstration and/or make slipcovers or upholster a piece of furniture. Complete at home.
	From newspaper ads, catalogues, and magazines report on current trends in styles of furniture, new finishes and woods. Visit a mobile home and observe use of multi-purpose furniture.
	View a film on buying furniture. Use case study of a young married couple. Students choose and select furniture for an apartment for a couple from catalogues and newspaper ads. Estimate cost. Decide upon amount of money that can be used for purchasing furnishings for a home.
Floor Coverings Finish Structure Care	Use samples of different types of floor coverings. Compare as to ease of care, durability, and suitability to a room. Use filmstrips on selection of floor coverings. Set up guidelines for selection.
Wall Coverings Finish Care Suitability Color Design	Compare advantages and disadvantages of paint, wallpaper, wood paneling, tile, acoustical tile. Discuss the effect and suitability of design, color, and texture on a room.
Curtains and Draperies Suitability Care Cost Durability	Show film on window treatment. Evaluate display of window fixtures. From samples of curtain and drapery fabrics make selections of fabrics suitable for different types of windows and for different rooms.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Make a trip to a store to see other window treatments such as shutters, different types of blinds, etc.
	Summarize points to consider in working out window treatments for a room.
Accessories	Display accessories of good design. Include examples of inexpensive items.
	Purchase a new accessory for the Home Economics Laboratory.
	Make a center of interest in the laboratory using accessories.

Some Main Ideas and Generalizations:

- Home furnishings can give opportunity for demonstration of creative ability.
- A knowledge of how to select home furnishings results in increased satisfactions to family members.
- An understanding of the financial aspects of selecting furnishings will bring about wiser spending of money and contribute to increased satisfaction of family members.
- Purchases of furniture for the home are more satisfactory when needs and interests of family members are considered and a plan is made for purchasing.
- Decisions to buy, make, or remodel furniture, draperies, or floor covering depends upon one's interest and available human and material resources.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - SELECTING EQUIPMENT FOR THE HOME

Advanced Home Economics Comprehensive Approximate Time - 1 Week

Generalization:

Returns from an investment in equipment depend upon its appropriateness for the purposes to be achieved, the skill and frequency with which it is used, the efficiency of its operation, the ease of care, and the utilization of special features.

Behavioral Outcomes Expected

- Understands equipment needs of families at various stages.
- Realizes values influence equipment choices.
- Develops ability to make wise choices in selecting equipment.
- Understands buying guides.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Needs and Values of the Family	Through study, demonstration, and investigation -- develop a check list for selection of equipment in the home. Classify according to kitchen, laundry, cleaning, sewing, etc. Note: Suggested Check List Safety features Construction Care required Efficiency of operation Guarantee Warranty Design Brand Cost and financing Need or use Appearance Storage required

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Discuss how values, needs, resources, size of family, etc., determine equipment purchases.
	Decide what is necessary for the career girl's apartment, the newly married couple's home, growing and mature family's home.
	Evaluate equipment in the Home Economics rooms using above check list. Note: Some standard and purpose should be built into this experience.
	Bring various priced small equipment for evaluation if not available in classroom.
Buying Guides	Evaluate long-term use of equipment in relation to where and where not to practice economy.
	Evaluate advertisements.
	Secure various interest rates and calculate cost of financing equipment.
	Estimate amount of income for different family situations that can be spent for equipment.
	Use Consumer Guide to gain information on different brands of equipment.
	Visit an equipment store and have demonstrations presented by clerks.
	Borrow small electrical equipment from utility company, when possible, and use for different activities.
	Have resource person explain need for adequate wiring.

Some Main Ideas Generalizations:

- All families do not need the same amount of equipment.
- Values influence equipment purchases and care.
- The wise selection of equipment is in direct relation to the understanding of buying guides.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - PLANNING AN EFFICIENT KITCHEN

Advanced Home Economics Comprehensive. Approximate Time - 1 Week

Generalization:

The amount of space and the arrangement of work areas and centers for a given activity is determined by work habits, type of body movement required in executing the task, the number and size(s) of people engaged in the activity and the amount of equipment required for a given activity.

Behavioral Outcomes Expected:

- Understands the frequent multiplicity of activities in a kitchen and how to plan and arrange equipment to carry them on in a pleasant and safe manner.
- Understands the importance of the physical characteristics of a kitchen.
- Gains ability in making decisions on preference of kitchen layouts.
- Recognizes good storage facilities and understands how to improve available space.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Possible Functions of a Kitchen	List various activities that may take place in the kitchen. Find pictures showing kitchen where each of the various functions could be carried out. Check sizes of kitchen in which space is provided for multiple activities.
Physical Characteristics and Kitchen Layouts	List physical characteristics of kitchens. Evaluate kitchen units in Home Economics laboratory for possible functions, lay-out, and storage.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Visit some homemaker's kitchen, a model home, or a utility company's kitchen to make similar evaluations.
	Identify safety features that have been considered in the selection, placement, installation, and use of equipment.
	Plan a menu on sketches of each type of kitchen layout; make string studies of trips between work centers. Evaluate direction of work.
	View film on Contemporary Kitchens.
Storage in Work Centers	Improve storage or try different techniques of storage in the Home Economics laboratory.
	Make dividers for drawers and cabinets, step shelves, etc.
	Improve storage at home.

Some Main Ideas Generalizations:

- Rooms should be planned for flexibility.
- Mental and physical health can be affected by the physical characteristics of a room.
- The arrangement of equipment and work centers in a kitchen contributes to its efficiency and safety.
- Adequate and efficient storage makes work more pleasant and more efficient.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - DEVELOPING AN UNDERSTANDING OF HOUSING NEEDS

Home Economics 11 or 12 Non-Major. Approximate Time - 6 Weeks

Generalization:

The individual's or family's physical, social, and psychological needs, ways of living, values and resources influence choice of dwelling, furnishings, and equipment. The proper arrangement, use, and care of furnishings and equipment gives satisfaction and reduces maintenance and repair costs.

Behavioral Outcomes Expected:

- Develops ability to identify and evaluate individual needs in relation to housing.
- Develops judgment in planning for either individual or family needs in housing.
- Recognizes that there is a direct relationship of housing and furnishings of the home to family satisfaction.
- Develops judgment in selecting housing, furnishings, and equipment in relation to family and individual needs.
- Develops some ability in selecting, combining, and arranging furniture and furnishings to create a liveable and attractive home.
- Develops some ability in the care of the home, furnishings and equipment.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Selection of Place to Live Individual or Family Needs	Read passages from selected books. Example: DIARY OF ANNE FRANK, LITTLE BRITCHES, etc., and discuss the effect the kind of housing had upon relationships of family members. Show how the housing situations might have aggravated family problems. Use minute dramas illustrating family and individual values in housing: economy, location, privacy, etc.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Consider possible places to live when going to college or starting a job away from home. Analyze advantages and disadvantages.
	Read Co-Ed magazine articles on "Coed Introduces Foreign Teen-Agers" to determine housing situations of other cultures. Compare their values and decisions in relation to houses.
Housing Available	Using newspapers and surveys investigate different types of housing available.
Rental Purchased trailers Apartments Houses, etc.	Analyze advantages and disadvantages of renting or buying. Decide upon housing needs of individuals and family or use problem situations such as a young married or career girl with a given income and evaluate types of housing they might select.
Factors to Consider Neighborhood Service & Facilities Restrictions Cost Size Arrangement	Present a well-designed floor plan (one that provides good traffic patterns, good ventilation, zoned areas, etc.) to the entire class by using either a poster, a drawing, the opaque projector or flannel board. Have each pupil evaluate the plan in relation to the needs of her family (e.g. rest, privacy, work, study, recreational and space allotments). Discuss each pupil's evaluation.
Furnishings Selection Construction Design Function	To understand furniture construction, have girls check actual furniture (at home, in Home Economics room or furniture store) for construction features such as: Corner blocks Dovetailed joints Dowel joint Mortise and tenon joints
	Use visuals depicting different furniture styles. Evaluate pieces for desirable and undesirable design principles.
	Make a collection of furniture displays from newspapers and magazines. Study information about the furniture. Have class evaluate descriptive terms used.
	Prepare guide list for buying furniture.
	Evaluate ways of financing furnishings.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Have students make a collection of ideas for renovating old but usable furnishing by the use of color and simple changes. Have a class evaluation of these ideas.
	Demonstrate steps in refinishing. Evaluate desirability of renovating a piece of furniture.
	Consider ways a dormitory room can be decorated inexpensively.
Arrangement	Select a few pictures of room interiors and comment on their furniture arrangement in terms of design principles.
Principles of design	By use of samples for floor coverings. walls, window treatment and furnishings, or picture, develop a color scheme for a floor plan. Discuss the influence of texture, intensity, pattern, etc., on color and the effect of color on the apparent size of the room.
Development of color, texture, and pattern	Using visuals, demonstrate how to plan a workable color scheme. Use flannel board and floor plan with furniture cut-outs and work out furniture for various activities and arrangement of accessories.
	Use filmstrips to illustrate window treatment.
	Show illustrations of how color and the application of design principles can make problem windows more functional and decorative.
Care	Have students discuss with their mothers methods of cleaning windows, floors, rugs, woodwork, linoleum, etc. Bring findings to class. Make class summary of all findings.
	Teachers give or have a local housewife demonstrate care of venetian blinds, upholstered furniture, wood furniture, painted walls, linoleum, porcelain, etc.
	List the daily, weekly, occasional, and seasonal house cleaning tasks at home or the home away from home. Make out a work schedule for such tasks. Have student check the ones she does already and double check the additional one or ones she would like to add to her list of jobs to do. Set date for report in class of success of added experience.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Equipment	Discuss amounts of income that can be safely invested in equipment and furnishings.
Selection	Collect samples of warranties, seals of approval, and guarantees. Study and analyze information given for protection, safety, and length of service.
	List home equipment families are buying. Analyze why families are buying and using these pieces of equipment in the home. List equipment that homemakers might consider essential in the home and ones they would like to have.
	Prepare a guide list for buying equipment.
Use	Have the utility company representative explain the use and care of large equipment in the school laboratory.
Care	Take a field trip or have students visit and report on products found in the household cleaning supply section of a department store or super market.

Some Main Ideas and Generalizations:

- Many factors influence the kind of housing selected by an individual or a family.
- The values of an individual or a family will determine their wants in housing.
- Through identifying housing wants and needs, a family may develop a guide for home selection.
- Knowledge of materials used in housing provides basis for wise decisions.
- Housing offers opportunities for creativity through application of design principles.
- Arrangement of furniture and equipment is affected by structural features of a room.
- The function of a room determines the furnishings and equipment needed.
- Proper care saves wear on the home and furnishings.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - MEETING FAMILY HOUSING NEEDS

Grade Level 11 or 12, Semester. Approximate Time - 6 Weeks

Generalization:

Housing enables man to satisfy some of his basic physiological, psychological, and social needs. Changes in society and in individual and family life cycles influence the demands made upon housing. Housing standards are influenced by incomes, values, attitudes, and housing knowledge.

Behavioral Outcomes Expected

- Recognizes that housing needs differ among families.
- Develops an awareness of the relationship of the family and house to its environment.
- Understands some factors involved in selecting appropriate housing for the family.
- Understands the procedures and costs of providing housing for the family.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Identification of Needs of Family Members	Discuss human needs. Distinguish between basic needs and wants.
Physical Social Emotional Aesthetic	List activities that a family might carry on in the home and discuss activity areas which will provide for these activities and meet basic human needs.
Factors Affecting Choice of Housing	Look at floor plans and pictures of rooms to analyze how well they provide for family needs and activities.
Life Cycle	Select several hypothetical families, differing in income, age, and needs. Use them for illustrations of various points throughout the unit.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Family wants, values, and standards	Trace one family through their life cycle, identifying housing need of each level.
Family resources	Have a panel of typical families in different stages of the life cycle. Identify housing needs and describe ways of meeting housing needs at each stage.
	Students list their own values. Compare values of different people to show that they vary according to their wants and standards.
	Determine what is included in family resources (time, skills, income, etc.) Then compare family wants, values, and standards in relation to family resources available.
	Through reading, find the percentage of income which may be allotted for housing by people of high, medium and low income.
	Give examples of balancing housing wants and needs with other wants, using hypothetical families.
Housing available	Use newspaper ads to compile list of housing available in area.
	Compare range of rents and cost of homes in local community.
	Visit housing available (Mobile homes, apartment, duplex, new construction, or house to rent).
	Interview own parents for reason of owning or renting.
	Panel discussion on advantages and disadvantages of buying, building or renting.
	Select the best kind of dwelling for each of the hypothetical families chosen at the beginning of the course.
Community and Neighborhood	Discuss how a neighborhood and community can help meet your needs for: education, employment, social activities, shopping facilities, healthful atmosphere, protection, etc.
	Recognize changing neighborhood patterns.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Legal regulations	Have a member of city council, a member of a community planning board, a lawyer or other informed person discuss zoning regualtions on housing on the local level.
Design in Housing	Consider size and shape of lot for type of house. Investigate drainage and improvements, whether or not these items are paid.
Selection of Site	Select vacant lot in community and judge it for the above factors.
	Have students keep work list. (Terms in relation to housing).
Quality of exterior design	Use opaque projector to identify various styles of houses, roofs, doorways and windows.
	Field trip to view types of architecture in the area. Take pictures of these on the trip. Class mount on cards with information and address. Display in room.
	Display and discuss works of leading architects of good contemporary design.
Floor plan of dwelling	Use blueprints of actual houses. Study and learn symbols.
Arrangement	Visit homes built from these plans to comprehend how floor plans are developed into houses.
	Develop check list to keep in mind when evaluating house plans.
	Select basic house plans which meet needs of families chosen in the beginning of the course.
Lighting	Consider location of lighting for function and decorative effect.
	Invite resource person from illuminating company to discuss kinds of lighting and how lighting affects sight.
Safety features	Evaluate house plans for safety features such as location of electric outlets, stairs, heights of storage, etc.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Materials and Construction in Housing	Have individual reports on materials for building a house. Assemble display of samples of common types of materials used in today's home such as plaster, plasterboard tile, plywood, insulation, etc. Compile some of the advantages and disadvantages of the above materials.

Some Main Ideas and Generalizations:

- Housing provides the setting for the physical, emotional, social and aesthetic development of individuals and families.
- Changes in society and in individual and family life cycles influence the demands made upon housing.
- Human factors influence form and use of housing.
- Understanding financing procedures and costs provides a basis for rational decisions in obtaining housing.
- Knowledge of the availability and characteristics of material provides a basis for making rational decisions concerning housing.
- Quality and quantity of lighting affect the function, safety and decorative aspect of housing.
- Safety in housing is affected by the types and quality of materials and construction and its arrangement and intended use.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - DEVELOPING A KNOWLEDGE OF HOW TO FURNISH, DECORATE, AND EQUIP A HOME

Grade Level 11 or 12, Semester. Approximate Time - 6 Weeks

Generalization:

Creation of an aesthetic interior requires the harmonious integration of furnishings with structural components. Rational decisions in selection, use, and care of equipment and furnishings are dependent upon the user's being informed about new products and changes in design, materials, and construction.

Behavioral Outcomes Expected:

- Understands how to make a home comfortable, convenient, and attractive.
- Develops creative abilities in decorating and equipping homes.
- Understands factors involved in equipping a home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Decorating a Home	Write about or describe a room that has especially impressed you. Tell why you think it is beautiful.
Art Principles	Develop an understanding of the art principles through reading and from teacher demonstration. Find examples of art principles applied correctly and incorrectly. Evaluate in class. Show on opaque projector. Through reading and teacher demonstration develop an understanding of the fundamentals of dimensions (hue, value and intensity) and properties (warmth or coolness, light reflection) of color. Have students clip from magazines colors used currently in home furnishings. Determine how these colors vary in dimensions and how they would affect a room. Discuss the effect of color on the apparent size of the room, mood, etc.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	With fabric samples, have students create pleasing color harmonies that could be applied to a room.
Furniture Arrangement	List activities in which your entire family engages. Use the list to determine the following: (1) What furniture is available for these activities? (2) What furniture would make these activities more enjoyable? (3) What furnishings could be added to your home which would encourage more joint family activities?
	Select illustrations which show various family activities. Discuss how the arrangement of furnishings do (or do not) provide for the comfort, convenience, and attractiveness of the home.
	Discuss uses for a work desk area in the home for planning meals, record keeping and so forth. Could the furnishings already possessed be re-arranged to provide these facilities?
	Use flannel board with scale models to demonstrate pleasing and less pleasing effects of furniture arrangement. Plan from furniture cut-outs successful furniture combinations.
	Summarize the principles of arranging and decorating a room.
Background Treatment	Present problem to be answered individually: What would you consider when deciding on floor coverings to use in a home?
Floor finishes and coverings	Through reading and teacher demonstration, show advantages and disadvantages of various types of floor treatment and coverings for the needs and activities of various types of families. Include their construction, comparative cost, wearing qualities.
	With samples of floor coverings show how the texture or materials of floor coverings are improtant in combining furnishings.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	With samples show the effect of a neutral, plain or overall pattern of inconspicious design and use of bright or conspicious pattern in floor coverings.
	Use pictures to contrast effect of wall-to-wall carpet vs. rugs.
Wall finishes and treatment	Borrow several wallpaper books and paint charts from stores and other sources. Discuss samples from the standpoint of design, durability and upkeep. Show how wallpaper patterns can create effects and illusions in the home.
Window treatment	Show pictures of rooms which illustrate different window treatments. Have student analyze by asking such questions as: How do the window treatments carry out the theme of the room? Have the art principles been observed? Does the treatment serve its purpose? (privacy, view, etc.)
	Give students problems which involve windows to which they must apply principles. Examples: To make windows a part of the background. To add width to a high narrow room. To soften or modify light. To make windows the center of interest.
	Display different fabrics that can be used at windows. Compare cost and care needed.
Furnishing a Home	Bring to class advertisements of furniture from newspapers and magazines. Discuss information given or not given which would help in buying furniture.
Furniture Selection	Use opaque projector to compare good and poor furniture design. Show several sofas, chairs, etc., and compare them as to function, design and ease of care.
	Display samples of furniture construction, joint construction, finishes, veneer vs. solid, etc. Discuss from standpoint of durability, care, etc.
	Make a trip to a furniture store to see the above features and different styles of furniture. Compare different periods of furniture and discuss how these might be combined.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Have student sit in various chairs to analyze functions -- "How well does it sit?" etc.
	Relate experience of unsatisfactory purchases made by family or others - "My Big Mistake."
Room accessories	Have students arrange accessories in various centers of the homemaking room.
	Show illustrations of the poor use of accessories: too many, too small. Then show the contrast of a good selection of accessories for a particular area.
	Show displays of low-cost accessories and judge for good vs. poor design.
Lamps	Discuss functions of lamps and their use in decorating.
	Discuss family activities and lighting needs of the home or of a particular room.
	Have individual reports on floor and table lamps, fixtures, height of shades and bulbs....then judge lamp of good and poor design using these criteria.
	Give demonstration on correct placement of lamps that are functional for different activities of the home.
	Invite electric company home economist to bring illustrative aids in showing quality lighting and its effect on everyday living.
	Experiment with accomplishing small tasks such as threading needles and sorting different sized tacks under poor and good quality lighting.
Pictures	Use opaque projector to show illustrations of good and poor selection and arrangement of pictures.
	Demonstrate how to frame and hang pictures.
	Apply art principles to hanging pictures in department and at home.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Sculpture and Ceramics	Find examples of illustrations of art objects, figurines, potted plants. Discuss design and usage.
Table Appointments	Students apply art principles by planning and arranging seasonal centerpieces and table settings.
	Display various types of dinnerware, glassware and flatware. Evaluate in terms of design, durability, price and composition.
	Experiment with setting of silver, glassware and dishes to show what blends and what does not.
	Use magazines and catalogues to let girls select most suitable table appointments for hypothetical families of different incomes.
Household Textiles	Show samples of various household textiles. Discuss from the standpoint of care, durability, design, usage, size.
	Demonstrate care of blankets.
Equipping a Home	In selecting, arranging and storing equipment, appraise the anticipated task in terms of getting ready, the job itself, the clean-up and put-away.
Equipment selection and use	Investigate from appliance dealers what is considered the expected lifetime of an appliance. Take a survey of length of time mother used original major appliance. Use results to provide a take-off on the effect of the use of color in the kitchen.
	Analyze features available on major appliance. Determine which are "necessities" or "niceties" and which are manufacturer's selling points. Visit stores to look for these features.
	Students select from a list of "reliability seals" for individual reports. Apply knowledge learned from reports in home or field trips.
	Invite utility company representatives to demonstrate and explain the use and care of appliances.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
	Following an analysis of selection, use and care of small electrical equipment, have students do quick and simple demonstrations of usage (preferably using two or more different kinds of same equipment to clarify features emphasized).
	Analyze materials on the market used for cooking utensils. Student demonstrations could prepare the same food using utensils made of different materials to stress desirability of one material over another, in terms of function, efficiency, and result and care.
	Evaluate safety of equipment in terms of construction, seals of approval, placement, adequacy of utilities, and purpose for which it is intended. Stress use of the manual of instructions supplied with the specific equipment.
Arrangement and storage of equipment	Through the use of diagrams show the same kitchen well arranged and poorly arranged in relation to the efficiency of the homemaker's daily tasks.
	Equipment storage can be approached from the time-motion study method.

Some Main Ideas and Generalizations:

- The creative application of knowledge of art principles and color to the selection and arrangement of materials usually leads to personal satisfaction.
- Activities affect arrangement.
- Quiet backgrounds enhance objects.
- Color, line, and design can bring about the effect of illusions.
- Personal preference usually determines style(s) of furniture chosen.
- Light affects function, color, health.
- Careful evaluation of articles before purchase, how used and stored usually brings about satisfaction.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - UNDERSTANDING THE COST OF HOUSING, FURNISHINGS, AND EQUIPMENT

Grade Level 11 and/or 12, Semester. Approximate Time - 4 Weeks

Generalization:

Understanding of financial procedures and costs provides a basis for rational decisions in obtaining housing, furnishings, and equipment.

Behavioral Outcomes Expected:

- Gains some understanding of ramifications of financing a home, furnishings, and equipment.
- Develops understanding of terms used in connection with financing.
- Develops judgment in purchasing on the installment plan.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Cost of Housing Long-term planning	Analyze the necessity of long-term planning and what in housing must be included in long-term plans. (Down payment on home, major pieces of furniture and equipment, upkeep costs).
	Determine relationship of family income to what percentage can safely be alloted to rental, saving for down payments and house payments or furnishings.
Financing Housing	Interpret the meaning of such terms as down payment, mortgage, interest on money, deed, certificate of title, closing costs, amortization, equity.
Types of loans and credit rating	Secure local bank manager to discuss with students present interest rates on housing, bank viewpoint on credit rating differences in types of loans (FHA, VA bank load), differences in loan on new construction and older homes and length of period of loan.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Additional costs Equipment	Secure insurance agent to discuss with students various types of insurance available for house, furnishings, and equipment.
Taxes	Have students secure tax rate from parents. Show how it may vary in different towns - townships - school districts, etc.
	Have students choose a home (some older and some new constructions) that they would like to own.
	Compute the necessary down payment, monthly payment on principal and interest, taxes, and insurance. With this estimate what salary would be necessary to safely purchase this home?
Financing of Furnishings and Equipment	Evaluate long-term use of furnishings and equipment in relation to when and where not to practice economy.
	Using newspaper ads, catalogues, etc., secure information on cost of some major piece of equipment. Investigate the credit terms for purchase. Determine cost of carrying charges from evaluation of the sources of loans for this type of purchase. If this equipment were not a necessity and the money intended for payments were banked with interest accumulating, how soon could the equipment be purchased at actual cost minus carrying charges?

Some Main Ideas and Generalizations:

- Lack of knowledge of financial ramifications can be costly.
- Installment buying adds to the cost of the article.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT - ANALYZING JOB OPPORTUNITIES AND DEVELOPING SKILLS

Grade Level 11 and/or 12, Semester. Approximate Time - 2 Weeks

Behavioral Outcomes Expected:

- Gains knowledge of job opportunities in the housing, home furnishings, and equipment area.
- Develops some judgment in analyzing personal abilities and worth in relation to housing, home furnishings, and equipment.
- Develops some understanding of skills necessary to be a good employee in the housing, home furnishings, and equipment area.

CONTENTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Job Opportunities	Survey community for job opportunities in which knowledge of housing and home furnishings would be of value. Formulate a questionnaire to obtain desired information. Bring people in from these establishments to relate requirements of job, how to apply for the job, personal qualities in employees, etc. Contact Public Housing Authorities and Welfare Agencies to determine possible job opportunities. Contact the Employment Office or have representatives talk to class on jobs related to this area.
Understanding of Skills Needed	Write an essay on: "If I could become sufficiently skilled in the area of housing and home furnishings to be employable I would like to ______________________." Teacher have personal conferences with each girl to discuss the essays. Analyze skills necessary for employment in various jobs in this field such as: Recognizing proper commodity to use in care of home, furniture or equipment and being able to apply properly.

Understanding use of all types of home equipment.

Being able to make draperies, slip covers or to upholster or refinish furniture.

Visit possible employer to learn requirements for entry jobs and advancement.

Provide as many pieces of equipment and supplies as possible for practice. Obtain on loan or consignment, borrow or improvise.

Some Main Ideas and Generalizations:

- Knowledge gained in high school home economics classes can lead to financial gain.
- A person's worth is determined by how he uses his abilities.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

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9. BE YOUR OWN DECORATOR. New York: Dodd Mead Company, 1959.
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14. Craig, Hazel Thompson, and Olga Rush. HOMES WITH CHARACTER. Boston: D. C. Heath Company, 1962.
15. DECORATING BOOK. Des Moines, Iowa: Meredith Publishing Company, 1961.
16. Dodd, Marguerite. AMERICA'S HOMEMAKING BOOK. New York: Charles Scribner's Sons, 1957.
17. FAMILY HANDYMAN'S BOOK OF BUILT-INS YOU CAN MAKE. New York: Harper and Brothers, 1956.

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20. Goldstein, Harriet. ART IN EVERYDAY LIFE. New York: The MacMillan Company, 1954.

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PAMPHLETS, BULLETINS, CHARTS, AND POSTERS

Buying

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How to Buy a Home. 10¢

Commercial Credit Company, Baltimore, Maryland.
Using Installment Credit. #4 Teacher Reference

Educational Division, Boston Better Business Bureau, Boston Massachusetts.
Facts You Should Know About Buying or Building a Home

Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois.
Your Equipment Dollar
Your Home Furnishings Dollar
Your Shelter Dollar

National Association of Home Builders, 1028 Connecticut Avenue, New York, New York.
Housing Charts (Use school stationery)

O.S.U. Extension Service, Columbus, Ohio 43210.
Rent or Buy. L99

Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.
Who is My Neighbor #273
How to Finance Your Home #360

Thomasville Furniture Industries, Inc., Thomasville, North Carolina 27360.
Confidence - Your Greatest Asset in Buying Furniture

Care

Hoover Home Institute, North Canton, Ohio.
Home Care Helps

New York State College of Home Economics, Cornell University, Ithaca, New York.
Programs and Projects on Home Care

Decorating and Home Furnishings

Carpet Institute, Inc., 350 Fifth Avenue, New York, New York.
Carpets and Rugs

Cooperative Extension Service, Michigan State University, East Lansing, Michigan.
Color Planning for Home Interiors #366

DuPont, Public Relations Dept., Wilmington 98, Delaware.
Chemistry in the Home

Founders Furniture Company, Pleasant Garden, North Carolina.
Pattern 13 Collection

J. C. Penney Company, Inc., 330 W. 34th Street, New York, New York.
Trends in Furnishings

Kroehler Mfg. Co., Dept. P.F., 666 Lake Shore Drive, Chicago, Illinois 60611.
Furniture Teaching Aids

O.S.U.Extension Service, Columbus, Ohio.
Choosing Carpets and Rugs MM181
Choosing Curtains and Draperies MM180
Color in the House 50-15000 Demonstration
Furniture Arrangement #352
Selection of Furniture MM163

Pittsburg Plate Glass Co., Pittsburg 19, Pennsylvania.
Paints and Glass

Sears, Roebuck, and Company, Chicago, Illinois.
Decorating Made Easy

Seng Company, 1450 N. Dayton Street, Chicago, Illinois.
Seng Furniture Facts Teacher reference. 50¢

Seventeen Magazine, 329 Park Ave., New York 22, New York.
Seventeen Magazine's Guide to Decorating with Know-How

Equipment

General Electric, Bridgeport, Connecticut.
Portable Appliances

Hotpoint Home Economics Institute, 5600 West Taylor, Chicago 44, Illinois.
News and Notes on Electric Living

Mirromatic, Manitowoc, Minnesota.
Questions and Answers About Aluminumware

Westinghouse Electric Corporation, Mansfield, Ohio.
Westinghouse Reference File for Home Economists

Lighting

Better Light Better Sight Bureau, Box 1647 Grand Central Station, New York, New York 10017.
Home Lighting Teaching Aids

Fields Craft, Inc., Chagrin Falls, Ohio
Table Lamp
Make a Study Lamp Outline FCG1
Make a Study Center FCG2
Make a Sewing Lamp FCG3

General Electric Lighting Institute, Nela Park, Cleveland 12, Ohio.
Lighting Bulletins
Residential Structural Lighting
Light and Interior Finishes

National Education Association, 1201 16th Street N.W., Washington 6, D.C.
Teaching About Light and Sight

Ohio Edison Company, Youngstown, Ohio.
Home Lighting Project

O.S.U. Extension Service, Columbus, Ohio
Home Lighting #428

Room Planning

Equitable Life Assurance Society of the U.S., 393 7th Avenue, New York, New York.
Kitchen Cut-outs

Kroehler Mfg. Company, 666 Lake Shore Drive, Chicago, Illinois 60611.
Kroehler Booklets:
Let's Talk About Furniture Styling
Let's Talk About Upholstery Fabrics
Let's Talk About Furniture Quality and Construction

Kroehler Mfg. Company, Naperville, Illinois.
Kroehler Home Furnishings Classroom Kit ($6.00)

Mullins Mfg. Corporation, Warren, Ohio.
Exciting Adaptations for Youngstown Kitchen Units

Nash-Kelvinator Corporation, Detroit 32, Michigan.
Kitchen Planning Guide

National Safety Council, 20 N. Wacher Drive, Chicago 6, Illinois.
Your Own Room

Plan-A-Room, Lake Bluff, Illinois.
Plan-A-Room Kit ($9.75)

Rubbermaid, Inc., Wooster, Ohio.
New Room in Your Kitchen

University of Wisconsin, Extension Service, College of Agriculture, Madison, Wisconsin.
The Well Planned Kitchen #51

U.S. Dept. of Agriculture, Washington, D.C.
Home and Garden Bulletin No. 12
Your Farmhouse, Planning the Kitchen and Workroom

Storage

Cleanliness Bureau, 295 Madison Avenue, New York 17, New York.
Cleaning Closets

Cornell University Extension Service, Ithaca, New York.
Closets and Storage Space, U.S.D.A. Bulletin #1865
Dresser Drawer Storage, Cooper Bulletin 839

Good Housekeeping Decorating Studio, 57 Street at 8th Avenue, New York 19, New York.
Sleek Closet - Chic Girl!

S. A. Hirsch Mfg. Company, 8051 Central Park Avenue, Skokie, Illinois.
Put Your Storage Problems on the Shelf

Small Homes Council, Mumford House, University of Illinois, Urbana, Illinois.
Cabinet Space

FILMS AND FILM STRIPS

American Carpet Institute, 350 Fifth Avenue, New York, New York 10001.
Choosing a Rug or Carpet (20 minutes)

Association Films, 347 Madison Avenue, New York 17, New York.
Decorate for Living (20 minutes)
Decorating Unlimited (28 minutes)

British Council of Industrial Design, 45 Rockefeller Plaza, New York 20, New York.
Designing Women (24 minutes)

Coronet Films, Coronet Building, Chicago 1, Illinois.
Safe Living at Home (11 minutes: black and white)
Safe Living in Your Community (11 minutes: black and white)
Sharing Work at Home (11 minutes: black and white)

E. I. DuPont De Nemours Company, Inc., Motion Pictures Distribution Section, Adv. Department, Wilmington 98, Delaware.
Fine Art of Furniture Finishing

General Electric, Appliance Division, Appliance Park, Louisville 1, Kentucky.
Contemporary Kitchens

General Electric Lighting Laboratories, Nela Park, Cleveland, Ohio.
See Your Home in a New Light

General Motors, Department of Public Relations, Film Distribution Section, 3044 W. Grand Boulevard, Detroit 2, Michigan.
Crown for Catherine (Equipment)

J. C. Penney Company, Inc., Educational Relations, 330 West 34th Street, New York 1, New York.
Bright Future (Color in Home Furnishings) ($10.00)
Color in Home Furnishings - Part I and II

McGraw-Hill Book Company, Text-Film Department, 330 West 42nd Street, New York 36, New York.
Decorating Series (Set $45.00, Each $8.00)
Accessories in the Girl's Room
Arranging Furniture in the Girl's Room
Color in the Girl's Room
Fabrics in the Girl's Room
Introduction to Color
Selecting Furniture for a Girl's Room

Meredith Publishing Company, Meredith Building, Des Moines 3, Iowa.
ABC's of Decorating Your Home (26 minutes)

Modern Talking Picture Service, Inc., 3 East 54th Street, New York 22, New York.
As Your Home Goes
Background for Home Decoration
Bright Future (Lighting) (26 minutes)
How We Did Our Kitchen (Remodeling) (18 minutes)
What You Should Know Before You Buy a Home
Your Home As You Like It

National Cotton Council of America, P.O. Box 9905, Memphis 12, Tennessee.
Basic Furniture for Newlyweds
Home That Jenny Built
The Trouble with Windows

National Retail Furniture Association, 666 Lake Shore Drive, Chicago 11, Illinois.
- Furniture Films for Homemakers
- Color Harmony
- Floor Coverings
- Furniture Construction, Case Goods
- Furniture Construction, Upholstered Furniture
- Room Arrangement
- Styles in Furniture

National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.
- Safer Home Living

Pittsburg Plate Glass, Pittsburg 19, Pennsylvania
- We Decorate Our Home

Rubbermaid, Inc., Wooster, Ohio.
- How to Save 30 Minutes a Day (34 frames; color)
- New Room in Your Kitchen (Storage)

Sears, Roebuck and Company, Consumer Education Division, 925 South Homan Avenue, Chicago, Illinois 60607.
- Hidden Value Series:
- Color in Home Furnishings
- Decorating Made Easy
- Furniture Selection
- Harmony in the Kitchen
- How to Select Floor Covering
- How to Select Furniture
- Let's Decorate the Bathroom
- Major Home Appliances
- Small Electrical Appliances
- Window Treatment

Swank Motion Pictures, Inc., 614 N. Skinker, St. Louis, Missouri.
- Color Magic (23 minutes)
- Life-time Protection (Construction-Insulation) (20 minutes)
- The Magic of Lumber (Construction-Insulation) (22 minutes)

Young America Films, Inc., 18 East 41st St., New York 17, New York.
- Painting the Home, Part I and II
- Plumbing Repairs
- Repairing Doors and Windows